

# Multiple Intelligences-Based School Learning at MI Muhammadiyah PK Kartasura

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**Abstract:** Multiple Intelligences are various skills and talents possessed by students in solving their learning problems so that students can solve learning problems amazingly. However, the application of Multiple Intelligences-based learning has not been widely applied in schools because not many people know the concepts and privileges of learning. And researchers have just found this school based on Multiple Intelligences in MI Muhammadiyah Kartasura or commonly called MIM PK Kartasura, so the researcher aims to describe the learning process and privileges of multiple intelligences-based schools at MI Muhammadiyah PK Kartasura. This research uses the qualitative descriptive method. The data collection uses interview, observation, and documentation techniques. The results of the research obtained are, there are three stages in the Learning Process based on Multiple Intelligences, namely: the preparation stage, the implementation stage, and the assessment stage. While the feature of learning Multiple Intelligences is that teachers will get detailed information about the psychology of their students so that teachers should not look at students from one side but must look at the other side.

Keywords: Learning process, preparation stage, the implementation stage, and the assessment stage and Multiple Intelligences

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## Introduction

Education has a very important role in developing human life for the future, education is also the main thing in the nation and state of development. The progress of a nation depends on how the nation maintains and utilizes its human resources. It is explained in the Law of the Republic of Indonesia Number 20 of 2003 that the function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. (Law RI, 2003). The process of teaching and learning activities is something very complex, it can be run if good communication is formed between educators, students, and parents either at school or at home. The success of students is created if there is a cooperation between parents and teachers in learning guidance and mastering certain potentials (Mundiri, 2016)

Education in Indonesia seems to be still dominated by the use of standard intelligence quotient (IQ) tests in measuring the students' intelligence. It can be said that they only measure two or three intelligence, therefore most teachers only think that subjects that reflect intelligence such as language, mathematics, science, and social science occupy the most important order. Education like this tends to put pressure on the cognitive aspect only, so that humans have been narrowed down to just having cognitive intelligence (Mahatir Afandi, 2019). Basically, humans have not only cognitive intelligence but also have been endowed with various kinds of intelligence and enormous potential.

In the learning process at school, all students must have different backgrounds, as well as the intelligence and various potentials possessed by students must be different from one student to another. This intelligence determines success in following

the learning process. The teacher's task is to accommodate the diversity of students so that teachers and students can study comfortably and achieve their goals (Dedi Supriadi, 2004). Actually, each individual has different intelligence and potential. Unfortunately, many students who have these talents do not get the attention and support either from school or from home. When they have their own uniqueness, people think that these students cannot learn like other students (Endang Kusniati 2016). Intelligence is often interpreted as the ability to understand something and the ability to argue, the smarter someone is, the faster they understand a learning problem. In this case, intelligence is also understood as an intellectual ability that emphasizes the logic to solve problems. Usually, a person's intelligence is measured by the intelligence quotient (IQ) test, therefore intelligence is only assessed from the standard classroom environment test (Abdul Mujib & Jusuf Mudzakir, 2002)

A person's success is still seen from how he learns and his IQ ability in school, one of examples is there are still many teachers who teach with a logical-mathematical approach and explain all lessons with a lecture model that is more in line with linguistic intelligence, so this method is only profitable for students who have only logical-mathematical intelligence while not all students have that intelligence. and in the end, many students feel bored and feel unnoticed during learning (Paul, 2008).

One of the psychological theories which underlies the implementation of a learning process and now gaining popularity is the theory of multiple intelligences which was first proposed by Howard Gardner of the Harvard Graduate School of Education. Then entering Indonesia, pioneered by an educational consultant named Munif Chatib, multiple intelligences-based learning was successfully implemented, one of which was at Maulana Malik Ibrahim Middle School in Gresik. Chatib explained that the school has a low level of trust from the community, then since it turned into a multiple intelligences-based school the school has become a favorite school and can reveal the success of children's potential which initially became a problem but eventually became good achievements among their friends (Chatib, 2009).

Multiple intelligences are various skills and talents that students have in solving their learning problems (Madyawati, 2016) so that students are able to solve learning problems amazingly. There are nine types of intelligence that are included in multiple intelligences, including: linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence (Chatib, 2015). However, the application of Multiple intelligences-based learning has not been widely applied in schools because not many people know the concepts and features of learning. And researchers have just found this multiple intelligences-based school at MI Muhammadiyah Kartasura Special Program or commonly called MIM PK Kartasura, so the researchers aim to describe the learning process and features of multiple intelligences-based schools at MI Muhammadiyah PK Kartasura.

## Methodology

This research uses a qualitative approach with a descriptive type of research. As stated by Sutopo (2002: 35), with qualitative descriptive research, the data collected is in the form of words, pictures, or sentences that have a deeper meaning than just numbers or frequencies. The object of the research is learning based on multiple intelligences and the research subjects are some of the teachers, principals, and some students at MI Muhammadiyah Kartasura. In collecting data the researchers used interview, observation and documentation techniques. The results of the interviews were then reduced and classified according to the problem formulation, and interpreted in a conclusion.

In this study, the authors use purposive sampling or non-probability, researchers tend to choose informants who are considered to understand and can be trusted to be a source of data on the problem to be studied in depth. However, in practice, it is possible that data collection and choice of informants can develop according to the needs and stability of researchers in obtaining data. With this purposive sampling method, it is seen that it will be able to obtain more in-depth data as wanted (Patton in Sutopo, 2002: 22).

The results of observations and documentation are used as data to clarify and check the validity of the data obtained from the interview process. Then the results of the three techniques are described qualitatively to explain multiple intelligences-based learning at MI Muhammadiyah PK Kartasura.

## Findings

Based on the research data, this multiple intelligences-based school has different features from other schools. MI Muhammadiyah PK Kartasura has already an official decree from the government that this school is a multiple intelligences based school. MI Muhammadiyah PK Kartasura labels his school as "human school" and uses the theory of multiple intelligences. It is called a human school because this school accepts all humans or students who want to study at MIM PK Kartasura without any tests. Likewise, for children with special needs, this elementary school since 2008 has accepted children with special needs to learn and develop their potential. So this MIM PK school accepts all students without exception. The specialty of this multiple intelligences learning is that the teacher will get detailed information about the psychology of his students, so that the teacher

should not look at students with one side but must see the other side. The principal of MIM PK said that if a student can't A, he can B, if he can't B, he can C, so the teacher must understand the intelligence of the child, and then the learning process follows the intelligence of the student.

Teachers at MIM PK Kartasura are equipped with more than one hundred and one learning strategies so that teachers can mix and concoct them to adjust the students that they are facing, therefore teachers and students are equally comfortable in the learning process. Since the beginning, the recruitment of principal teachers has changed teachers' mindset about the paradigm of multiple intelligences so that teachers are not surprised and must be professional. In the learning process, this multiple intelligences-based school has three stages, namely: the preparation stage, the implementation stage, and the assessment stage.

### *Preparation stage*

Each teacher prepares the learning process of multiple intelligences by doing 2 main things. Exploring students' intelligence potential and making a lesson plan, the school conducts psychological research called MIR (Multiple Intelligences Research) to explore the intelligence tendencies of each student at the beginning of student enrollment. This is based on Munif Chatib's expression that MIR is carried out at the time of new students' admission to find out the students' condition, especially to find out the students learning style and can help parents to find out hidden talents that their children have (Chatib, 2013). Then there is also SMO or (Student Maturity Orientation), the purpose of this SMO is to see how students socialize with their new friends and to find out about student independence. So, there are two systems used to explore the intelligence of students in the early stages, namely MIR and SMO.

Teachers as implementers of teaching and learning in the classroom prepare lesson plans based on the role system that has been set by the government and also schools because schools also adhere to a national curriculum, which means that in making a lesson plan, it is same as general lesson plan. The findings related on making lesson plan are in accordance with Munif Chatib's expression that the lesson plan is prepared based on the results of MIR. With the preparation of a lesson plan, of course, teachers can be easily in the learning process and the quality of learning in the classroom will be better. The structure contained in the lesson plan includes: 1. Header, which means it consists of a school description and a syllabus description. 2. Content, which means including apperception and motivation, learning activity procedures, equipment, and evaluation. 3. Footer or closing

### *Implementation stage*

The implementation of learning in schools based on multiple intelligences (MIM PK Kartasura) is carried out by teachers by starting apperception and motivation activities as well as developing nine types of intelligence.

Apperception and motivation activities. This apperception and motivational activity consist of alpha zones, warmers, scene settings, and pre-teach. In alpha zone activities, the brain is conditioning to be ready to accept learning which carried out through fun stories, ice breaking, music, and brain gym. Learners are asked to perform brain-stimulating movements such as, telling stories, singing, playing guesswork or playing ice-breaking. Warmer or feedback activities are carried out by repeating or remembering the previous material. Teachers do this with Q&A at the beginning of learning. Pre-teach activities are the delivery of activities that will be carried out during the learning process. Then the scene-setting is an activity carried out by teachers and students to build the initial concept of learning. From the results of observations, teachers have carried out a series of these activities, one of examples is that teacher provides the concept of heroism through interesting stories about the struggle for independence of the Republic of Indonesia.

The development of nine intelligences activities. Multiple intelligences have the meaning of compound intelligence, it means that humans have a diversity of intelligences. There are 9 intelligences identified by Howard Gardner (2011) linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and existential intelligence.

The linguistic-verbal abilities of a child are basically already carried over from the moment in the womb. The mother's ability to speak participates in making the child in her womb have an active and developing level of the child's linguistic intelligence. Linguistic intelligence is not only the ability to process language but also the ability to communicate. In developing linguistic intelligence, the teacher has facilitated students with oral presentation activities, memorization of short letters, poems, reading books, telling stories expressing opinions, and others. Strategies applied by teachers to develop children who have linguistic-verbal intelligence include: listening to stories, reading, making stories, making a poem, group discussions, and asking students to write and memorize.

Logical-mathematical intelligence is the ability to use logical patterns to analyze problems and to do mathematical calculations, students who have mathematical-logical intelligence usually prefer numbers, like to solve mysteries, and sharpen their brains with logic puzzles. One of the activities carried out by teachers for intelligence development is by facilitating students to conduct an experiment on battery energy sources, comparing the magnitude of numbers and sorting numbers, and others. In

addition to learning activities, students' logic is also developed through lego game facilities, puzzles, snakes games and ladders in the classroom.

Visual-spatial intelligence is the ability to understand the concept of space, position, layout, and three-dimensional forms. People who have this intelligence are usually much related to imagination, they are able to accurately change colors, directions, and spaces into the form of paintings, architecture, decorations, and sculptures. The development of visual-spatial intelligence has been carried out by teachers in the form of teaching mind mapping to show understanding through images. The teacher provides opportunities for them in drawing and making up. Usually, they will be very creative and imaginative unexpectedly.

Kinesthetic intelligence is the student's ability to combine vision and gestures, students who tend to have kinesthetic intelligence will more easily process information through movement. They are more comfortable conveying wishes or messages with demonstrations (Jasmine, 2012). Kinesthetic intelligence can also be interpreted as a skill in using hands to create something into a craft. Someone who has kinesthetic intelligence is identified by moving and being active, easy to learn physical skills, enjoys acting and excels in certain sports. The activities carried out by teachers in the development of their students use ball-catching dexterity games, dance group performances, swimming, cooking, and sports rooms.

Musical intelligence is the ability to recognize and manage related to tones, by perceiving, distinguishing, changing, and expressing. Usually, students who have their musical intelligence enjoy singing, playing musical instruments, easily remembering melodies or notes, and they are able to hear the differences between diverse instruments. In the development of this intelligence, teachers carry out singing activities at the beginning of learning during alpha zones or also in between learning. This is done to encourage students to learn accompanied by musical accompaniment.

Interpersonal intelligence is intelligence in terms of establishing social interactions and maintaining social relationship, also they are able to build, create and maintain connection or a social relationship with other people. A person who has high interpersonal intelligence will have good social skills (Chatib, 2013). Usually, a person whose tendencies are good in his interpersonal he will be easy to get along with, like to offer help to friends, happy with group activities, confident, and can observe the feelings of others when communicating. The class teacher usually gives group games with classmates during break or during the learning process. It aims to form cooperation between students. In addition, several times teachers asked students to teach their friends about learning materials that had not been understood. And also, the teacher facilitates students by having frequent group discussions or group work.

Intrapersonal intelligence is someone's ability to understand himself, meaning that the person who has this intelligence can know the wish, desire, interest and also expectation that he has. The indicator of intrapersonal intelligence is to be aware of the emotions of himself and others, can develop the concepts that exist in him properly and correctly, can work alone and uphold self-confidence. According to Muhammad Yaumi, in developing intrapersonal intelligence, this can be done by giving independent tasks, reflecting, helping to create self-identity and expression of feelings. (Yaumi, 2013). Students who have intrapersonal intelligence will be bombed personally such as reading guidance, writing, memorizing juz 30 in the Quran and also telling stories. Those efforts can create students' confidence.

Naturalist intelligence is, human expertise in recognizing and grouping species of flora and fauna against the surrounding environment. People who have this intelligence have sensitivity to natural phenomena, like raising animals, like farming, like gardening and care about the natural environment such as mountains and beaches. Students who have this intelligence are happy if they study outside the classroom, such as during camping and field observation (Baharudin and Esa Nur Wahyuni, 2015). The activities that teachers do usually relate the subject matter to outdoor phenomena such as learning energy sources and living things that need it, one of examples is doing observations on plants that require sun and water. And also every month teachers invite visiting the historical places, parks or technology and government buildings.

Existential intelligence is the ability to ask deep questions about the meaning of life and death (Gardner, 1999). The indicator of existential intelligence can be likened to a double-edged sword, someone's frequency to think about death and hereafter. This can test his existential consciousness. A person who possesses this intelligence will wonder philosophical questions such as about human existence and the meaning of life in this earth. In the learning process, teachers usually get used to pray when starting and ending learning activities. Invite pray dhuha together, pray dzuhur congregation and study the quran, as well as study the verses of the quran and hadith. In the process, the teacher also provides honest, patience and other commendable attitudes in learning and outside of learning.

### *Assessment stage*

Multiple intelligences-based learning assessment at MIM PK Kartasura uses cognitive, affective and psychomotor assessments. On cognitive assessment the teacher measures from the ability and knowledge that students have. Affective assessment is carried out by the teacher by making observations and writing down the results in a daily journal. Students are expected to have a good attitude and character, so that teachers always provide guidance in every learning process. Psychomotor assessment is carried out as a job skill through various performance tasks such as making handicrafts and also carrying out group

cooperation in carrying out their duties. For the assessment of the portfolio, teachers collect the results of students' skills and tasks to be used as documentation of the learning outcomes achievement.

## Conclusion

Based on the results of the research that has been described, it can be concluded that this multiple intelligences-based learner is very interesting, the privilege is that every teacher can find out the psychological background of his students in order to be able to carry out a pleasant learning process, teachers can also invite and help parents not to impose their will, but teachers and parents guide the potential of students as an advantage that becomes an achievement for students. MIM principal PK Kartasura said that no child is stupid but if the child cannot A, then he can B and if he cannot B then he can C, meaning every child has their own intelligence.

The learning preparation carried out by the school and teachers is to explore the intelligence of students using multiple intelligences research and students' maturity orientation, as well as compile lesson plans in accordance with the national curriculum and the development of several learning strategies owned by MIM PK Kartasura in accordance with the intelligence to be developed in learning. This research can be used as an alternative to the learning system of students in the development of intelligence and talents, because multiple intelligences aim to strive and optimize the diverse intelligence possessed by each individual or student, this learning can be used in the achievement of certain competencies according to predetermined curriculum standards.

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