Multiple Intelligences Learning-Based For Islamic Teaching In The Elementary School

Dita Handayani

Abstract: - The purpose of this study is to develop an understanding of Islamic teachings through the method of multiple intelligences in elementary school. The methodology used in this study is descriptive research focused on developmental studies approach. The result demonstrates that the application of multiple intelligences in Islamic teaching contributes a positive and significant effect to the study of Islamic education.

Index Terms: - Multiple intelligences, Islamic teaching

————————————◆————————————

1 INTRODUCTION

Speaking of education, people's opinion often focuses on the academic dimension of the benchmark in the intellectual progress of students. Though there are multiple aspects related inwardly from the child's psychological development to the formation of character, personal quality. Students and the learning process are two different dimensions that need to be synchronized holistically. Adjustment between the learning aspect and the student's growth will raise the motivation in learning the lessons. According to the Multiple Intelligence's theory, every child has a variety of intelligence, which include: language, logic, musical, visual or spatial, kinesthetic, intrapersonal, interpersonal, and naturalist. Ages between 6 to 12 is the most important time for children. The things they learned at this age will be the base for them to develop to the next stage. Children in the early age have a tendency to love playing, then they should be given a fun way of teaching. Teaching an Islamic lesson in a fun way is not easy. Conventional teaching which is widely used by Islamic teachers tend to be monotonous, textual and static, so that students lose their creativity in learning. This is due to active teachers while students only as a passive object. Conventional teaching is less effective in enhancing creativity and student learning outcomes. Therefore we need to look for alternative ways in Islamic teaching. These alternative ways is to improve creativity and student learning outcomes in Islamic lesson. Multiple intelligences is one of the alternatives that can meet the student's need. Multiple Intelligences theory and strategies provide a framework and tools that can help teachers in designing classrooms, instruction, and curricula that meet the individual needs of many kinds of students. The best way of knowing that students are successful in any curriculum is to look at what they accomplish. As all other teachers must do, those who choose to use Multiple Intelligences strategies need to consider student achievements as the test of whether their teaching techniques and curriculum choices are sound. Multiple intelligences has become an integral requirement of the times. Multiple Intelligences provide a great children not only in intellectual quotient, but also great in emotional and spiritual quotient. Therefore, optimizing the multiple intelligences of every child is a challenge to be implemented by any parents, educators, and anyone who cares for the development of the next generation.

————————————————

• Author name is currently pursuing masters degree program in Islamic Education in Islamic State University of Sunan Gunung Djati Bandung, Indonesia, PH-+628562006813. E-mail: cephyhakim@gmail.com

2 LITERATURE REVIEW

2.1 Multiple Intelligences

The theory of Multiple Intelligences was developed by Harvard University psychologist Howard Gardner and first appeared in Frames of Mind: The Theory of Multiple Intelligences (Gardner, 1983). In Frames of Mind, Gardner described seven ways of viewing the world. Most intelligence tests assess the individual's abilities in linguistic and logical-mathematical intelligences, but Gardner's list also include spatial intelligence. The core ability there is being able to find your way around an environment, to form mental images and to transform them readily. Musical intelligence is concerned with the ability to perceive and create pitch patterns and rhythmic patterns. The gift of fine motor movement, as we might see in a surgeon and a dancer, is a root component of bodily-kinesthetic intelligence.(Rubinstein : 1988) . He suggested that intelligence be described as the combination of psychological and biological characteristics that enable individuals to solve problems or create products that are valued in one or more cultures (Gardner, 1999). Howard Gardner first identified and introduced to us seven different kinds of intelligence in Frames of Mind.

a. Linguistic intelligence: a sensitivity to the meaning and order of words.
b. Logical-mathematical intelligence: ability in mathematics and other complex logical systems.
c. Musical intelligence: the ability to understand and create music. Musicians, composers and dancers show a heightened musical intelligence.
d. Spatial intelligence: the ability to "think in pictures," to perceive the visual world accurately, and recreate (or alter) it in the mind or on paper. Spatial intelligence is highly developed in artists, architects, designers and sculptors.
e. Bodily-kinesthetic intelligence: the ability to use one's body in a skilled way, for self-expression or toward a goal. Mimes, dancers, basketball players, and actors are among those who display bodily-kinesthetic intelligence.
f. Interpersonal intelligence: an ability to perceive and understand other individuals -- their moods, desires, and motivations. Political and religious leaders, skilled parents and teachers, and therapists use this intelligence.
g. Intrapersonal intelligence: an understanding of one's own emotions. Some novelists and or counselors use their own experience to guide others.
h. The naturalist intelligence: an ability to recognize the natural forms around us

2.2 Developmental Characteristics of Elementary School Students

At primary school age (6-12 years) children are able to react to intellectual stimulation, or perform learning tasks that require intellectual ability or cognitive ability. Prior to this period, namely the pre-school, children often live with imagination, dreaming, while at primary school age their mind has evolved towards a concrete and rational thinking. The elementary school age was the period of rapid growth with the ability to know and to master the vocabulary. The children were able to communicate with others. In this sense it is covered all the way to communicate, where thoughts and feelings is expressed in writing, orally, gesture, or movement by using words, phrases, sounds or images. Social development characterized by the expansion of the relationship, in addition to the family they also began to forge new bonds with peers. A transition from selfishness to cooperation . The ability in controlling their emotions was acquired by imitation and practice. In the process of imitation, the ability of parents to control their emotions is very influential. When children are raised in a stable family emotional atmosphere, their emotional growth tend to be stable, and vice versa. At this age children begin to recognize the moral concept. They've been able to follow the rules or demands from their parents or their social environment. Besides, children are able to associate any form of behavior with the concept of right and wrong, or good and bad. (Syamsu Yusuf, 1992) The development of religious appreciation marked by the following characteristics:

a. Religious attitude is receptive with understanding
b. The views of divinity derived rationally based on the logic that guided by the indicator of the universe as a manifestation and glory.
c. Spiritual appreciation deepens, implementation rituals were received as a moral imperative. (Abin Shamsuddin, 1991)

Multiple intelligences has become an integral requirement of the times is happening now and the future. Because, children with multiple intelligences is not only great in terms of intelligence (intellectual quotient / IQ), but also supported with emotional quotient and spiritual quotient. Therefore, how to optimize the multiple intelligences that are already existed in any children is a challenge wherever possible be answered by parents, educators and anyone else who cares for the development of the successor generation of human life. There are a lot of media that can be optimized to support multiple intelligences. No exception is Islamic education, such as the pillars of Islam, even the pillars of faith. All teaching and pillars of Islam that can be engineered to optimize multiple intelligences. The messages in each of these pillars can be contextualized and interpreted progressively and positively. After that, children are geared to train, adapt and improve aspects of intelligence.

3 METHODOLOGY

This study conducted a qualitative research, and focused on a developmental studies method. The study was consisted four parts of research procedure: To study the background information and to develop the teaching model, to examine the efficacy of the teaching model by experiment, and to evaluate the efficacy and adjust the teaching model.

4 RESULT AND DISCUSSION

The result shows that by monitoring an intellectual capacity in the elementary school, Islamic teachers are driven to set up an enrichment environment , filled with materials that children can interact with freely on their own. Multiple intelligences theory states that every human being has all the intelligences; it is a matter of being less or more developed in a particular intelligence. Moreover, intelligences are not static; they can be developed. They seldom act alone; they interact. According to Smith (2002), Gardner (1995) claims that multiple intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems. One example can be given here, which is about prayer. How prayers can be engineered in the form of learning to support and even boost the multiple intelligences (multiple intelligence) Examples of multiple intelligences approach to the meaning and importance of prayer. Activities conducted through simulation, observation and brainstorming. The goal is that children understand more about prayer. (Ariany Syurfah, 2007). The learning process starts with taking children to observe the phone, and then the teacher asks the child to press a particular button's phone number. After the dial tone is heard, have the children hold talks on the telephone receiver. After that, have the children push button phone with over one digit. What happened? There will be no dial tone because the numbers are not complete. Then the teacher asked children to compare the activity. After that, teachers can add annotations to direct the child's understanding of the way the matter of prayer. Prayer was established communication with God. Like the telephone, in a day and night we communicate with God five times a day: dawn, dhuhur, Asr, Maghrib and Isha. From the number of cycles every prayer time, if likened to a phone number, the composition of the digit is 2 4 4 3 4. If one of the number is not pressed, the phone will not connect. Then the teacher asked the child to explain the answer. With this method, there are at least five intelligence can be developed.

a. Kinesthetic intelligence, spatial and logical expand when children are invited to simulation
b. Logical and spatial intelligence expand when children record explanations
c. Verbal intelligence, spatial, logical, intrapersonal and interpersonal expand when children explained the answer.

Examples of multiple intelligences that God almighty is one. Activities conducted through question and answer, discussion, and singing. The goal is to know that God is one and the children found the evidence that God is one. (Ariany Syurfah, 2007) The learning process begins with taking children to observe the vehicle, and then the teacher asks the child to analyze if the vehicle is controlled by two or more people. After hearing the answer the teacher give explanation, if the vehicle is controlled by two or more persons is impossible. There is only one God. That's why the universe is running regularly. Then teachers asked the child to write down as much as they can about the evidence the unity of God and wrote in a piece of paper. Teachers can provide feedback, additional information to the child. Furthermore, the teacher invited to watch the video contains the theme songs of the glory of God. Children are asked to sing. There were eight children's intelligence can be developed with this method.

a. Naturalist and kinesthetic intelligence develops when children are invited to observe the vehicle
b. Intelligence verbal, logical, spatial, interpersonal and

intrapersonal develops when children answer questions, tell the search results, and presentation.

c. Musical intelligence develops when singing together

5   RESULT AND DISCUSSION

The research concluded that the efforts of Islamic education teachers in enhancing multiple intelligences such as setting learning goals, organize the preparation, the use of methods, media, encouraging students to learn, warm and enthusiastic, pay attention and motivation. To improve the quality of education, improve intelligence manifested in the students, not just focused on smart word or number, but there are other intelligences stored in every child. If these intelligences can be exploited properly then our students will be able to have multiple intelligences. This is called multiple intelligences.

REFERENCES

[1]. An-Nahlawi, A. (1995). Ushul al-Tarbiyah al-Islamiyah wa Asalabih fi Baiti wa Madrasati wa al-Mujtama', Beirut:Dar al-Fikr al-Mu'asyr, Terj. Shihabuddin, Pendidikan Islam di Rumah Sekolah dan Masyarakat, Jakarta:Gema Insani Press

[2]. Ali, Zainudin. 2007. Pendidikan Agama Islam, Jakarta: Bumi Aksara

[3]. Brislin, Richard. 1993. Understanding Culture's Influence on Behavior, Orlando : Harcourt Brace & Company

[4]. Darajat, Zakiah. 2008. Metodik Khusus Pengajaran Agama Islam, Jakarta : Bumi Aksara

[5]. Langgulung, Hasan. (2002) Peralihan Paradigma dalam Pendidikan Islam dan Sains Sosial, Jakarta: Gaya Media Pratama

[6]. Rubinstein, Joseph and Slife, Brent. Taking Sides : Clashing Views on Controversial Psychological issues, Connecticut : The Dushkin Publishing Group, Inc

[7]. Sagala, Syaiful. 2005. Konsep dan Makna Pembelajaran, Bandung : Alfabeta

[8]. Suhada, Idad and Gunawan, Heri. 2012. Perkembangan Peserta Didik, Bandung : Insan Mandiri

[9]. Sukmadinata, Nana Syaodih. 2008. Metode Penelitian Pendidikan, Bandung : Remaja Rosdakarya

[10]. Syurfah, Ariany. 2007. Multiple Intelligences for Islamic Teaching, Bandung : Syaamil Cipta Media

[11]. Yusuf, Syamsu.1992. Psikologi Pendidikan, Bandung: Andira