



Multiple Intelligences-Based Learning Strategies in PAI Subjects

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ARTICLE INFO

Keywords:
Strategy, Learning, Multiple Intelligences

ABSTRACT

This research intends to identify learning techniques based on Multiple Intelligences in PAI learning at SDIT Az-Zahra Pondok Petir , Bojongsari and to assess the barriers encountered by teachers while adopting Multiple Intelligences -based learning methodologies in PAI disciplines at SDIT Az-Zahra Pondok Petir, Bojongsari. The method is qualitative with a descriptive analytic approach, so the researcher will travel immediately to the field (Field Research) to collect as much data as necessary for this research. Observation, interviews, and documentation are the methods of data collecting utilized by researchers.

The findings demonstrate the use of Multiple Intelligences learning techniques in PAI subjects at SDIT Az-Zahra Pondok Petir , Bojongsari is a new innovation that requires all potential new students at the elementary school level to first take the MIR (Multiple Intelligences Research) exam at the time of admission (PPDB) of new students. and the learning strategy is created in such a manner that the process of teaching and learning activities already incorporates aspects of harmony between the teaching style of the instructor and the learning styles of the students. The challenge posed by teachers (educators) is that not all PAI teachers possess the students' MIR scores, and those that do are homeroom teachers who teach class I more intensively (one). In addition to the numerous types of intelligence held by students, teachers are often unable to apply their teaching techniques to every kind of intelligence possessed by students , i n order for teachers (educators) to employ learning strategies that accommodate the dominant intellect in the classroom

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<https://doi.org/10>

Received 14 Agustus 2023; Received in revised 27 Agustus 2023; Accepted 27 Oktober 2023; Available online 27 Oktober 2023

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1. Introduction

In the education program, if we investigate further, we will find creative strategies that emerge to foster students' creativity, creative strategies will also emerge. to equip students with religious values. Without us realizing it, the basic potential of students can lead to the growth of creativity, productivity and commitment to religious values. This can be done through provision in the school environment (internal) or outside school (external).

Educators are not required to mold their students into such people, but rather to develop and grow the basic potential of students towards their tendencies in something of interest according to the abilities and talents possessed by the students. If students have basic traits that are seen as evil in nature, educational efforts are directed and focused on eliminating and replacing or at least reducing these evil elements.

Human nature is indeed clean and pure, parents and educators are required to maintain it by accustoming their students to good habits and prohibiting them from getting used to doing bad things, because a student is the next generation from before. Therefore, both parents, teachers, and the surrounding community must pay more attention, guide and educate a child well so that happiness in the world and the hereafter is achieved. Every parent and teacher wants to educate their child to become a good person, with a strong personality, a healthy mentality and commendable morals. This can be obtained from formal and informal education. The personality of parents, their attitudes and lifestyles are elements of education that are not direct, will automatically enter into the personality of the growing child. The attitude of students towards religious teachers and religious education in schools is greatly influenced by the attitude of their parents towards religion and religious teachers in particular (Zakiah Daradjat, 2009, hal. 66-67).

The various indirect education that has been undergone by students before they enter school, of course each student has their own experiences which are likely not the same as the experiences of other students. The experiences brought by students from home will determine their attitudes towards school and teachers, including religious teachers. Religious teachers have quite a heavy task, namely to help develop the personality of students in addition to teaching religious knowledge to students. Every religious teacher must realize that everything in him will be an element of development for students.

When students are in elementary school (madrasah ibtidaiyah), it is a golden opportunity to develop the child's personality, education in elementary school (madrasah

ibtidaiyah) is also a good opportunity to hone more perfectly related to the intelligence possessed by the child. (Zakiah Daradjat, 2009, hal. 67-68) Thus, teachers and parents must really pay attention to a child's education, not differentiate between children and explore information about the potential talents (intelligence) possessed by the child. Intelligence is closely related to the cognitive thinking abilities possessed by an individual. Intelligence measured using psychometric tools is called the IQ (Intelligence Quotient) test. (Sukring, 2013, p. 7). The Intelligence Quotient which was introduced a hundred years ago by Willian Stern has attracted a lot of public attention. The main buildings of intelligence are measured in certain scores. IQ measurements have even become a bugbear for certain students when they have to choose what they want to be in the future. Even more tragically, IQ measurements have eliminated the opportunity to develop for those who have low IQs, but with other dominant intelligences. (Taufiq Pasiak, 2005, p. 15)

Along with the development of science and technology today, people are not only talking about global intelligence, IQ (Intelligence Quotient), but also EQ (Emotional Quotient), SQ (Spiritual Quotient) to the MI (Multiple Intelligence) stage. Lately it is believed that the determinant of a person's success is not only how high a person's IQ is because it turns out that IQ is only able to contribute 20% of a person's success and 80% is contributed by other intelligences. (Sukring, 2013, p. 8)

In the long span of time and history, humans have greatly glorified the ability of the brain and its reasoning power, even today, the ability to think is considered a prima donna, other potentials are ignored. The development of human intelligence is a challenge for education, including the national education system must respond to these developments and progress, not giving the impression of education that prioritizes the cognitive realm and ignores other aspects that are also very important. Educating a human being requires a long time, consistency, and *istiqomah* because there are many things that we must learn about humans.

The meaning of intelligence is the beginning of the application of many things related to humans, especially in the world of education. Agreement on the paradigm and meaning of intelligence is then the beginning of the preparation and application of an education system. Theories of intelligence continue to develop, starting from Plato, Aristotle, Darwin, Alfred Binet, Stanberg, Piaget to Howard Gardner. This rapid development has narrowed down to the same pattern, namely the meaning of intelligence is largely determined by the situational and conditional factors (context) that occur when the theory appears. Until finally, the meaning of intelligence depends on the many external interests of the nature of intelligence itself. These external interests include political interests, eugenics (heredity), racial superiority, and many more. (Munif Chatib, 2019, hal.

63-64). In the Islamic view, the Quran itself has actually indirectly informed humans that intelligence has been widely mentioned in the Quran, for example linguistic intelligence. Allah says in QS Al-Baqarah verse 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ °

Means :

" And He taught Adam the names of all these (things), then He showed them to the angels, saying, "Tell Me the names of all these (things), if you are truthful!"

Where in one of the interpretations of QS Al-Baqarah verse 31 it states " Allah informs that Allah taught Adam all the names, namely enabling Adam to know all the names, Allah made Adam have knowledge of the names contained in Allah's creation that Adam is a person who knows about it. Allah also gave the keys to knowledge and language and names. " (Syaikh Prof. Dr. Wahbah az-Zuhaili). Here it implies human ability related to the realm of language intelligence (linguistics) and explains that Allah showed the process of teaching language to the Prophet Adam AS. In addition, Allah also implies in QS Adz-dzariyat verse 21 which reads:

وَفِي أَنْفُسِكُمْ أَفَلَا تُبْصِرُونَ

Means :

"And (also) in yourselves. Then will you not notice? "

It is explained that the interpretation of QS Adz-dzariyat verse 21, namely "From the beginning of your creation to the end, as well as in the amazing structure of your body. There are lessons, wisdom and grace that show that Allah Subhaanahu wa Ta'aala is Mahaesa, the God who depends on Him for everything, and that He did not create creatures for nothing." (Syaikh Muhammad bin Shalih asy-Syawi). This verse implies intrapersonal intelligence that every individual has the ability to think, recognize, understand and accept all the advantages or disadvantages that exist within him. In fact, if you dig and study it more deeply, there are still many verses from the Koran or stories of the Prophet that relate to human intelligence.

The theory of intelligence experienced a peak paradigm shift in 1983 when Dr. Howard Gardner, the leader of Harvard University's Project Zero announced a change in the meaning of intelligence from previous understandings. The theory of *multiple intelligences*, which has recently been widely followed by forward-thinking psychologists around the world, has begun to attract public attention. How could it not be, *multiple intelligences* , which were originally the realm of psychology, have actually developed into the realm of education, and have even penetrated the professional world in large companies. (Munif Chatib, 2019, hal. 64)

It is absolutely essential that we recognize and develop all the various human intelligences, and all the combinations of intelligences. We are all different in our

intelligences , and if we recognize this , I think we will have at least a better chance of dealing appropriately with many of the problems we face in the world. (Thomas Armstrong, 2013, hal. 5)

Schools in Indonesia in particular can be committed to developing students' deep understanding in a few core disciplines. This encourages students to use that knowledge to solve problems and complete tasks they face in society. At the same time, schools strive to foster the unique blend of intelligences of each student, assessing their progress regularly in fair and intelligent ways. (Thomas Armstrong, 2013, hal. 1)

In 1904, the French Minister of Education in Paris asked French psychologist Alfred Binet and a team of psychologists to develop a tool to determine which elementary school students were at risk of failure so that they could be given special attention. Their efforts resulted in the first intelligence test. After arriving in America, the test quickly became widespread over the next few years. The public began to believe that there was such a thing as "intelligence," and that it could be measured objectively and expressed in a single number, an IQ score. (Thomas Armstrong, 2003)

Nearly eighty years after the first intelligence test was developed, Harvard psychologist Howard Gardner spoke about the understanding of intelligence that society holds. He said that our culture's interpretation of intelligence is too narrow. (Thomas Armstrong, 2003, hal. 1).

Instead, the theory of *multiple intelligences* developed by Howard Gardner was officially introduced in 1983 through his book entitled *Frames of Mind* which was later revised with *Intelligence Reframed* in 1999. This theory is a new treasure in the world of education which is considered to be the first theory that recognizes the diversity of different human intelligences. with the previous view of Intelligence *Quotient* (IQ) which only relies on three intelligences. (Muhammad Yaumi dan Nurdin Ibrahim, 2013, hal. v). The traditional idea of intelligence has been used in educational and psychological circles for almost a hundred years, requiring significant reform. In particular, he suggested that the concept of "pure" intelligence that can be measured by a single IQ score is deeply flawed. Instead Gardner suggests that intelligence is not a single phenomenon, but rather a plurality of abilities. (Thomas Armstrong, 2014, hal. 13-17).

Improving teacher performance is understood as the best way to improve the quality of education in Indonesia as a whole and learning activities based on *multiple intelligences* are recognized as being able to build new awareness to integrate pluralistic values in the implementation of education in Indonesia. (Thomas Armstrong, 2003, hal. 5)Because, it turns

out that many students' failures in digesting information from their teachers are caused by the incompatibility of the teacher's teaching style with the student's learning style. If the teacher's teaching style is in accordance with the student's learning style, all lessons will feel easy and enjoyable. (Munif Chatib, 2019, hal. 2) Thus, improving the performance of the teacher's teaching style that adapts to the student's learning style has great potential for students to be more successful in the type of intelligence they have.

In essence, the theory of multiple intelligences requires a fundamental change in schools so that students who come to school every day have the right to be given experiences that activate and develop their intelligences. During the normal school day, each student should be exposed to instruction, exercises, projects, or programs that focus on developing their individual intelligences, not just the standard verbal and logical abilities that for decades have been held in high regard above all other forms of human potential.

Many methods have been developed to identify student intelligence, one of which is SDIT AZ-ZAHRA Pondok Petir, Bojongsari which is one of the formal educational institutions. This school applies the concept of *Multiple Intelligences* (MI) which emphasizes the realm of uniqueness always finding the advantages of each child. Furthermore, this concept believes that there are no stupid children because every child must have at least one advantage. If the advantage can be detected early on, automatically the advantage is the child's potential intelligence. (Munif Chatib, 2015, hal. 84)

Based on this, SDIT AZ-ZAHRA Pondok Petir, Bojongsari accepts new students in any condition because this school has researched the psychological condition of students by finding out the tendency of student intelligence through a research method called *Multiple Intelligences Research* (MIR). (Munif Chatib, 2015, hal. 84) When drawn into the world of education, *Multiple Intelligences* becomes a learning strategy for any material in all fields of study. The core of this learning strategy is how teachers package their teaching style so that it is easily captured and understood by their students. Deepening this learning strategy will result in teachers' ability to make students interested and successful in learning in a relatively short time. (Munif Chatib, 2015, hal. 98)

In addition, there are also several schools that accept new students by finding out the tendency of students' intelligence through a research method called *Multiple Intelligences Research* (MIR), namely the Madrasah Pembangunan UIN Jakarta school, *School of Human* (SOH) Bekasi, SMA Lazuardi *Global Compassionate School* Depok, *Mumtaza Islamic School*, *Sekolah Alam Leadership Cendikia Boarding School* Bandung, TK-SD-SMP Plus Al-Kautsar Malang and so on.

The role of teachers in developing methods in learning at SDIT AZ-ZAHRA Pondok Petir, Bojongsari which has gone through the MIR research method can affect the level of children's motivation in learning, so that a teacher who already knows what intelligence the students have should use methods that are in line with their intelligence. Thus, teachers must have strategies in learning to apply learning patterns that are in accordance with the intelligence of students. Seeing the phenomena and problems above, the author is interested in discussing and researching through thesis research on Learning Strategies. Based on *Multiple Intelligences P* in Islamic Religious Education Subject at SDIT Az-Zahra Pondok Petir Bojongsari .

2. Methodology

The method used is qualitative with a descriptive analysis approach, then researchers will go directly to the field (field research) to explore as much information as needed in this study. The data collection techniques used by researchers are observation, interviews, and documentation.

3. RESULTS AND DISCUSSION

Multiple intelligences -based learning strategies are new innovations implemented at SDIT Az-Zahra Pondok Petir Bojongsari. At the time of accepting new students (PPDB), all prospective new students and transfer students must take the MIR (*Multiple Intelligences Research*) test first to determine the intelligence tendencies of the students . This implementation must be improved year after year, because ideally the standard for MIR testing is once a year so that the process that has been undergone by teachers and students can be monitored. Parents also play a role in developing students' intelligence so that it can be understood that the success of children in increasing their intelligence tendencies is not only the role of teachers, but also parents who must know their child's intelligence potential, their child's hidden talents, what approach patterns are suitable for the development of their intelligence, the types of games that suit their child's intelligence and what creative activities are recommended. Thus, parents of students are also required to know the results of the MIR test . In addition, teachers play a very large role in the success of developing the intelligence of each child so that there needs to be coaching for teachers at school.

Teachers who improve their performance in learning activities can improve the quality of education in Indonesia. Moreover, teachers are the best way to improve the quality of education, so that improvements in learning performance based on *multiple intelligences* are realized to be able to integrate the values of plurality in the implementation of education in Indonesia. . Because many students fail to digest information from teachers caused by the

incompatibility of the teacher's teaching style with the student's learning style. Thus, improving the performance of the teacher's teaching style that adjusts to the student's learning style has great potential for students to be more successful in the type of intelligence they have.

Improving the performance of teacher teaching styles can be started with *multiple intelligence- based teaching strategies* , namely how teachers teach using methods that are appropriate to their students' learning styles. Student learning styles are a student's ability to capture and understand information given by the teacher. Learning styles have several types and are not permanent. A person's learning style is what can be seen from the tendency of their *multiple intelligences* . (Munif Chatib, 2018, hal. 141). Thus, studying *multiple intelligences strategies* can accommodate all the terms of learning methodology that are very useful for selecting teaching strategies that will be carried out by teachers. (Munif Chatib, 2018, hal. 140-141). One of the schools in Indonesia, namely SDIT Az-Zahra, accepts new students in any condition because this school has implemented a program to determine the tendency of its students' intelligence through a research method called *Multiple Intelligences Research* (MIR) (Munif Chatib, 2019, hal. 84) at the time of (PPDB) acceptance of new students .

Multiple Intelligences is a learning strategy for any material in all fields of study, especially in Islamic Religious Education subjects . The teacher's teaching strategy in implementing the method in Islamic Religious Education subjects at SDIT Az Zahra which has gone through the MIR research method will be able to influence the level of student motivation in learning, student success in digesting information, and has the potential for students to be more successful in the type of intelligence they have. So a teacher who already knows what intelligence the students have should have used methods that are in line with their intelligence. Thus, teachers who teach, especially teachers in the field of Islamic Religious Education subjects must have strategies in learning to apply learning patterns that are in accordance with the intelligence of the students.

After the researcher conducted an interview, in reality in the field, the PAI teacher at SDIT Az Zahra did not hold the students' MIR results, only the homeroom teacher held them. However, there were still notifications and directions to the PAI teacher from the homeroom teacher. class or the Principal, Curriculum or PPDB Committee who manage the MIR and teachers must be more active in asking and discussing MIR at SDIT Az Zahra. However, the researcher still conducted interviews with two homeroom teachers I and n The two PAI teachers synchronized data regarding *multiple intelligences- based learning* , especially since

the PAI teachers only met face to face once a week compared to homeroom teachers who were more often with students in their classes. The interview results delivered by Mr. Fatuh were indeed in sync with the homeroom teacher of class 1A , Mrs. Lina and the homeroom teacher of class 1B, Mrs. Fatimah , there were many similarities. When the researcher checked the students' MIR results, it was true that class 1A had a lot of Visual-Spatial with an average class point of 6.6 and Logical-Mathematical with a point of 6.0, followed by Kinesthetic and Intrapersonal intelligence with each point of 5.8 . Meanwhile, class 1B when the researcher checked the students' MIR results, it was true that class 1B Logical-Mathematical had an average class score of 6.4 and Linguistic intelligence with a score of 6.2, followed by Intrapersonal intelligence with a score of 6.3.

The concept of MI (*Multiple Intelligences*) by Howard Gardner emphasizing the realm of uniqueness always finds the advantages of each child. Furthermore, this concept believes that there are no stupid children, because every child must have at least one advantage. On that basis, schools should accept new students in any condition. The school's task is to examine the psychological condition of students by finding out the tendency of student intelligence through a research method called MIR (*Multiple Intelligences Research*). MIR is a research to find out the tendency of a child's intelligence and each tendency of intelligence becomes the child's potential talent. MIR is used when accepting new students, the benefits of MIR are:

- 1) Knowing the intelligence tendencies of students
- 2) Knowing students' learning styles
- 3) For class division according to intelligence
- 4) As historical data on each student's intelligence in further research.

After students take the MIR test, when they enter the class, they are indeed grouped with the intelligence that psychologists think is right, seen from the MIR results that have been implemented during PPDB (New Student Admissions). Meanwhile, the teacher's teaching style should be in accordance with the student's learning style, seen from several teacher interview results that have indeed adjusted to the student's learning style. The teacher's teaching style will have a great influence on the student's intelligence, starting from their numerical intelligence, social intelligence, self-intelligence, music intelligence, nature intelligence, spatial-image intelligence, language intelligence and movement intelligence.

Table 1.1 Results of Multiple Intelligences Research Class 1A

**PSYCHOLOGICAL EXAMINATION RESULTS
AZ-ZAHRA ELEMENTARY SCHOOL
ACADEMIC YEAR 2022-2023**

Visual and Logic Class

Test Number	Student Name	Psychological Aspects			Personality Aspects			Aspects of Multiple Intelligences									
		Basic Understanding of Size	Fine Motor Movement	Intellectual Maturity	Learning Attitude	Desire to Achieve	Emotional Stability	Observer's Attitude	Confidence	Linguistic Intelligence	Logical Mathematical Intelligence	Visual Spatial Intelligence	Kinesthetic Intelligence	Musical Intelligence	Extrapersonal Intelligence	Intrapersonal Intelligence	Natural Intelligence
1	ABIDZAR SAPTIAJI NOTOYUDHO	6	6	6	7	7	5	7	5.3	6.6	6.5	5.0	5.8	6.0	6.3	5.8	4
2	AHMAD ROFI NURFAIZY	6	6	6	6	4	7	6	4.5	5.4	7.3	5.7	5.0	5.5	5.0	5.0	4
3	ALEENA KARIMA KHADIJA	6	6	7	6	4	6	5	7.3	6.8	7.8	7.3	6.8	6.3	6.7	6.8	3
4	ALIFIA ZAHRA TRIANI PRINCESS	6	6	6	4	4	7	7	5.8	5.0	5.5	4.3	5.5	5.3	6.0	5.4	4
5	ALTHAFIO RASHAFA SUSILO	6	5	6	6	4	8	5	4.5	5.6	7.3	7.7	6.8	6.3	6.0	6.2	4
6	ALYSA KHAIRA WILDA	7	7	6	6	4	6	6	6.0	5.8	6.5	6.0	6.0	5.8	5.3	5.4	3
7	AURYN NADHIFAH ZAFARANI	7	7	6	7	4	6	6	7.0	7.0	8.0	7.0	7.3	6.8	7.7	7.0	2
8	AYHAM AHMAD JAMIL HUSSEIN ABU KHADIJAH	6	6	6	6	4	7	6	5.8	5.8	6.5	7.0	6.0	6.0	5.8	5.8	4
9	BAGAS ANDRADJATI SETIAWAN	6	5	6	6	5	8	6	4.8	6.4	6.8	5.0	4.5	5.5	6.0	4.8	4
10	THE SUNSHINE OF MUSTHOFAWI	6	6	6	6	7	7	5	6.0	6.4	6.8	6.7	6.3	6.5	6.0	5.4	4
11	CRYSTALLION AFFERIZ VIVALDHA	6	6	6	6	5	4	5	6.0	6.0	6.0	5.7	6.3	5.3	5.0	6.2	4
12	ELENA SHAFIRA	7	7	7	7	4	5	5	6.3	6.6	6.8	5.3	5.0	6.0	6.3	6.4	3

**AZ-ZAHRA ELEMENTARY SCHOOL
ACADEMIC YEAR 2022-2023**

Logic and Linguistics Class

Test Number	Student Name	Psychological Aspects				Personality Aspects				Aspects of Multiple Intelligences													
		Basic Understanding of Size	Fine Motor Movement	Intellectual Maturity	Memory	Concentration	Accuracy	Understanding Social	Learning Attitude	Adjustment	Desire to Achieve	Emotional Stability	Observer's Attitude	Confidence	Linguistic Intelligence	Logical Mathematical	Visual Spatial Intelligence	Kinesthetic Intelligence	Musical Intelligence	Extrapersonal Intelligence	Intrapersonal Intelligence	Natural Intelligence	Intelligence Level
1	ALEXANDER UMAR AL-AYUBI	6	5	6	5	6	7	5	5	7	6	6	5.5	5.8	5.8	5.0	4.0	4.5	4.8	4.8	6.0	5.0	4
2	ALIF AKRAM FAEYZA	7	7	6	6	6	7	6	4	6	7	7	6.0	6.2	6.0	5.3	4.0	5.8	4.8	6.3	5.4	3	
3	AMINAH MIKAILA ATTAMIMI	7	6	6	6	6	6	6	4	6	7	6	5.5	6.0	4.8	4.8	3.7	5.0	4.3	6.0	4.2	3	
4	ANZANI SYAQILA AHMAD	6	6	6	6	6	6	6	4	4	7	6	6.0	4.8	5.3	4.0	4.0	3.5	4.3	5.0	4.4	4	
5	AZKA ALDRIC FARIS	6	6	6	6	6	7	6	4	5	7	7	6.0	6.8	6.0	4.3	4.0	4.5	4.5	6.7	5.0	4	
6	CLEAR LIGHT OF FITRI	6	6	6	6	6	7	5	6	4	5	6	7.0	7.0	6.3	4.0	4.8	4.8	6.7	5.8	4		
7	DEESHACI BIVANDA PRINCESS	7	6	6	6	5	6	5	7	4	5	6	6.5	6.4	5.3	8.0	8.0	5.8	7.0	6.7	6.2	3	
8	DHEEMAN ATHAYA RAHARJO	7	7	7	6	6	7	6	4	4	7	6	5.5	7.4	5.5	3.3	3.3	4.8	4.8	6.7	5.0	3	
9	THE DAWN OF MAULANA SYAFII	6	6	6	5	6	6	7	7	6	5	6	6.0	6.6	5.5	5.3	5.3	4.3	5.8	6.3	5.0	4	
10	GHEIZAN REZQIANO RASHAFA	7	7	7	5	7	6	7	5	3	6	4	7.0	6.8	5.8	4.7	4.7	4.3	5.3	6.3	6.4	3	
11	HANUM ADZKIA AFKAR	6	7	6	6	6	7	7	4	6	7	6	6.3	5.8	4.8	5.0	5.0	4.5	5.5	6.3	4.8	4	
12	HASHMI HAIKAL	6	5	6	5	6	6	6	4	6	7	7	3.8	5.2	4.8	5.0	4.8	4.5	5.0	4.7	5.4	4	
13	MIKHAIRA EMBUN AISYAH BELA	7	8	7	7	7	7	7	6	4	5	6	8.8	7.8	7.8	7.0	7.0	6.8	8.0	8.0	6.4	2	
14	MUHAMMAD ADIYASA IS VERY MUCH MORE	7	6	7	7	6	7	5	4	6	7	6	6.8	7.0	6.0	4.0	6.0	6.0	6.7	5.0	5.4	3	

4. CONCLUSION

From the results of research that researchers have conducted regarding *Multiple Intelligences* Based Learning Strategy p there is Islamic Religious Education Subject at SDIT Az-Zahra Pondok Petir Bojongsari. Finally, the researcher was able to conclude that the Learning Strategy Based on *Multiple Intelligences* P in Islamic Religious Education Subject at SDIT Az-Zahra Pondok Petir Bojongsari is a new innovation where at the time of (PPDB) acceptance of new students, all prospective new elementary school students must take the MIR (*Multiple Intelligences Research*) test first to find out their intelligence tendencies . *Multiple intelligences* -based learning at SDIT Az-Zahra Pondok Petir Bojongsari where a teacher who already knows what intelligence the students have should have used methods that are in line with their intelligence. Thus, teachers who teach, especially PAI subject teachers must have a learning strategy that applies a learning pattern that is in accordance with the intelligence of the students. As if in a class dominated by kinesthetic, then when giving material to children it will be easily conveyed if using movements such as direct practice during congregational prayer. Between classes, intelligence tendencies differ, what is clear is that each class has a dominant intelligence tendency. As for changes in intelligence tendencies, it can happen depending on how to develop the intelligence. So the possibility of changing every year can happen to children.

In essence, the MIR results that reveal learning styles are used to help children easily understand what the teacher is saying with learning patterns and styles that suit their intelligence tendencies. The obstacles faced by teachers (educators) when implementing *multiple intelligences- based learning strategies* in Islamic Religious Education subjects at SDIT Az Zahra are that all Islamic Religious Education teachers do not hold the students' MIR results even though they were shown by the homeroom teacher and the one who holds the MIR results is the homeroom teacher who is more intensive in teaching in class I. In addition, the various types of intelligence possessed by students sometimes make it difficult for teachers to cover the diverse intelligence of children. So using a learning method that adjusts to the dominant intelligence in the class. What is clear is that teachers always use varied methods that are useful for developing minority intelligence. In addition, it was found that some children were still not fluent in reading, were too active in moving (kinesthetic), especially since it was

their time to play and move because they were still in elementary school , so how can teachers calm them down during learning, can use *ice breaking*, *games* , *quizzes* or guessing games that trigger students' enthusiasm. The researchers concluded that SDIT Az-Zahra had started using the concept of *Multiple Intelligences* by Howard Gardner. emphasizing the realm of uniqueness always finds the advantages of each child. That this school has also been in line with Howard Gardner's theory, where IQ is not a guarantee that the child is intelligent, but each child is guaranteed to be intelligent in their respective fields. The results of MIR SDIT Az-Zahra have covered eight intelligences initiated by Howard Gardner.

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