

# Istaryatiningtias\_ANALYSIS OF MULTIPLE INTELLIGENCES EDUCATION POLICIES IN INTEGRATED ISLAMIC SCHOOLS (SDIT) INSAN MANDIRI KALISARI JAKARTA TIMUR

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# ANALYSIS OF MULTIPLE INTELLIGENCES EDUCATION POLICIES IN INTEGRATED ISLAMIC SCHOOLS (SDIT) INSAN MANDIRI KALISARI JAKARTA TIMUR

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## ABSTRACT

This study aims to analyze, to get information on whether the implementation of the multiple intelligences education policy in the Insan Mandiri Kalisari Integrated Islamic Elementary School, East Jakarta, is in accordance with Howard Gardner's theory of multiple intelligences, that each student has the intelligence and uniqueness of one another. This research is categorized as a qualitative research type, using descriptive analytical methods to describe and explain the learning management system, both from primary sources, namely the Insan Mandiri Kalisari Elementary School, East Jakarta documents, and secondary sources, namely research supporting data from books, journals, and articles. The implementation of the theory of multiple intelligences in the scope of education and teaching in schools, includes student input starting from research on intelligence trends or learning styles using multiple intelligences research, the education process and teacher teaching using choice strategies based on the results of research on student learning styles, and educational output through Authentic assessments carried out during the learning process. The results of this study indicate that teachers who know and understand the dominant learning styles of students, and use teaching strategies that are in accordance with the learning styles of students will produce a fun learning process. The implementation of the learning process according to the learning styles of students is applied through a learning management system.

**Keywords:** multiple intelligence, learning style, teaching strategy

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis, untuk mendapatkan informasi apakah implementasi kebijakan pendidikan kecerdasan majemuk di Sekolah Dasar Islam Terpadu Insan Mandiri Kalisari Jakarta Timur sesuai dengan teori kecerdasan majemuk Howard Gardner, bahwa setiap siswa memiliki kecerdasan dan kecerdasan majemuk. keunikan satu sama lain. Penelitian ini termasuk jenis penelitian kualitatif, dengan menggunakan metode deskriptif analitik untuk mendeskripsikan dan menjelaskan sistem pengelolaan pembelajaran, baik dari sumber primer yaitu SD Insan Mandiri Kalisari, dokumen Jakarta Timur, dan sumber sekunder yaitu data pendukung penelitian dari buku, jurnal, dan artikel. Penerapan teori kecerdasan ganda dalam lingkup pendidikan dan pengajaran di sekolah, meliputi masukan siswa mulai dari penelitian tentang kecenderungan kecerdasan atau gaya belajar menggunakan penelitian kecerdasan ganda, proses pendidikan dan pengajaran guru dengan menggunakan strategi pilihan berdasarkan hasil penelitian. tentang gaya belajar siswa, dan keluaran pendidikan melalui penilaian otentik yang dilakukan selama proses pembelajaran.

*Hasil penelitian ini menunjukkan bahwa guru yang mengetahui dan memahami gaya belajar siswa yang dominan, serta menggunakan strategi pembelajaran yang sesuai dengan gaya belajar siswa akan menghasilkan proses pembelajaran yang menyenangkan. Pelaksanaan proses pembelajaran sesuai gaya belajar siswa diterapkan melalui sistem manajemen pembelajaran.*

**Kata Kunci:** kecerdasan ganda, gaya belajar, strategi pengajaran

## INTRODUCTION

5 Everyone has the right to develop themselves through the fulfillment of their basic needs, namely to receive education and to benefit from science and technology, art and culture, in order to improve their quality of life and for the welfare of mankind.

Human development is based on education, both from family life at home, and learning experiences at school, which can foster the talents and creativity of students in developing human resources. This is a tough challenge for educators because quality education will produce quality future generations.

The current pattern of education still emphasizes uniformity and the measurement of intelligent students is only limited to IQ. Exploring the intelligence of students is still very rarely done as the main basis for initiating each learning design, strategies and approaches used, and evaluations that have been determined. The tendency of interests, talents, talents and basic skills has not become an integral part. In the perspective of the general public, IQ is the only variable of a person's success, the higher a person's IQ the higher the potential for success, conversely, the lower a person's IQ, the lower the potential for success. Such assumption becomes less precise in the current context, because to be successful in life, there are several factors that need to be considered. Among them are logical thinking skills and vocal abilities, which are important variables that cannot be ruled out (Arum, 2016).

Students have certain backgrounds, which determine their success in following the learning process. The success of implementing educational activities is determined by many factors. All components and supporting elements must be fulfilled. Not only is it determined by the input factor (input) in this case the prospective students, but in the implementation of education it involves a series of inputs, processes, outputs to outcomes. The essence of educational activities is a process, where this educational process directs individuals to become mature, independent figures. In this directing activity, students need educators who can help them develop all their potential, namely an educator / teacher.

In 1983, Harvard University researcher and professor Howard Gardner proposed a new perspective on intelligence. In his book "Frames of Mind" Gardner put forward a theory called multiple intelligences (MI) or multiple intelligences. Gardner in his multiple intelligence theory argues that human intelligence has many dimensions that must be recognized and developed in education. He considers that the IQ test only measures logical and language skills, without other types of intelligence that are also important. Gardner defines intelligence as a biopsychological potential. Intelligence cannot

be seen or calculated. Intelligence is an information process that can be activated in a particular cultural setting to solve problems or make products of value in that society. This potential activation depends on the value of a culture, and the opportunities to develop in that culture. MI theory is not only beneficial for the development of students. Teachers who know their own outstanding intelligence will be more able to teach more effectively because they find the most appropriate teaching style.(Hadiyanti, 2013)

SDIT Insan Mandiri Kalisari includes multiple intelligences as one of the learning strategies for school students that is integrated with the Diknas curriculum. The Insan Mandiri Integrated Islamic Primary School has the following vision and mission: Vision, recognized as the best model at the national level who is active in realizing independent, intelligent, creative and socially sensitive people and having an Islamic personality, while the mission of the Insan Mandiri Integrated Islamic Elementary School is: : 1) Membentuk lembaga pendidikan yang professional, amanah, dan aktif menjalin kemitraan dengan stakeholder dan lingkungan sekitar. 2) Mengintegrasikan kurikulum nasional dengan pendekatan *multiple intelligences system* yang berorientasi pada pengembangan multidimensi kecerdasan dan karakter murid. 3) Mempersiapkan murid-murid untuk melanjutkan pendidikan ke jenjang selanjutnya di sekolah-sekolah bermutu yang mereka inginkan. 4) Menciptakan lingkungan belajar yang menyenangkan dan Islami. 5) Pendayagunaan *information communication technology* (ICT) dan bahasa asing (bahasa Inggris dan bahasa Arab) di lingkungan sekolah.(Masri, 2016)

Based on the above background and accompanied by deeper curiosity about the application of multiple intelligences in schools, the researchers conducted a study with the title: Analysis of Multiple Intelligences Education Policy at SDIT Insan Mandiri Kalisari, East Jakarta

### Education Policy Analysis

Policy analysis is applied social research that is systematically compiled in order to determine the substance of the policy so that information can be clearly identified about the problems that are answered by the policy and the problems that may arise as a result of policy implementation. The scope and methods of policy analysis are generally descriptive and factual about the causes and effects of a policy (Dunn, 2000) .

Recommendations resulting from the policy research process can be in the form of full support for the policy, criticism and suggestions regarding which parts of the policy need to be improved, or it can be in the form of recommendations so that the policy is no longer implemented. Research on policy is closely related to people and their problems. The results to be achieved from policy research are information formulated in the form of recommendations in the context of solving problems related to policy.

Educational policy analysis is an activity that is carried out prior to the formulation of educational policies, or is the initiation process of the formulation of educational policies. Education policy monitoring is an activity that is carried out when an education policy is implemented in the field so that the development of an education policy implementation can be known.

## **MULTIPLE INTELLIGENCES**

Intelligences are one of the most important parts of humans to be used as strength and ability to create something. Thomas Armstrong, for example, defines intelligence as the ability to perceive new situations as well as the ability to learn from one's past experiences. (Amstrong, 2002).

Multiple intelligence is multiple intelligence which can be interpreted as a person's ability to solve a problem. According to Gardner, there are 8 intelligences that must be developed, namely; 1) Verbal / Linguistic Intelligence (Linguistic Intelligence). This intelligence includes the ability to manipulate grammar or language structure, phonology or language sounds, semantics or language meanings, pragmatic dimensions or practical use of language. Students who have this intelligence generally tend to learn more easily by listening and verbalizing. 2) Logical-Mathematical Intelligence (Logical-Mathematical Intelligence) Mathematical logical intelligence is the intelligence with respect to numbers and reasoning. This intelligence includes sensitivity to logical relationship patterns, questions, and propositions (if-then, cause-and-effect), logical functions, and other abstractions. The processes used in mathematical-logical intelligence include: categories, classification, conclusion, generalization, calculation and hypothesis testing. 3) Visual / Spatial Intelligence (Visual / Spatial Intelligence) This intelligence is the ability to perceive the visual world accurately and then create one's visual knowledge. Activity The ability to perceive the spatial-visual world accurately (for example, as a hunter, scout, guide) and transform perceptions of the spatial-visual world (eg decorator, interior, architect, artist or inventor). 4) Musical Intelligence Rhythmic musical intelligence is intelligence related to tone, rhythm, pitch pattern, and tone color. This intelligence is in the form of a level of sensitivity to sound patterns and the ability to respond to music emotionally. Ability to handle musical forms, by perceiving (eg as a musical enchanter), differentiating (eg, as a music critic), composing (eg as a composer), and expressing (eg as a singer). 5) Bodily / Kinesthetic Intelligence The skill of using the whole body to express ideas and feelings (for example: as an actor, pantomime player, athlete, or dancer) and the skill of using the hands to create or change something (for example, as a craftsman, sculptor, mechanic, doctor surgery). 6) Interpersonal Intelligence (Interpersonal Intelligence) Interpersonal is intelligence that is related to social understanding. This intelligence is the ability to relate to other people by reading the various moods, temperaments, motivations, and goals of others. 7) Intrapersonal Intelligence (Intrapersonal Intelligence) Intrapersonal is intelligence that is reflected in deep awareness of inner feelings. This is the intelligence that enables a person to understand himself,

his own abilities and choices. 8) Naturalist Intelligence Naturalist is an intelligence related to the natural world. This intelligence comes from the ability to recognize, understand, and classify plants, various animals, and other elements in one's environment.

### ***Education based Multiple Intelligences***

Multiple intelligences have provided the concept of wealth, diversity of learning methods and assist in recognizing the individual strengths of students. The methods or learning styles based on multiple intelligences are as follows: 1) Learning in the Linguistic Way. The best way to do this is by listening, speaking, reading and writing. The way to motivate students is to have frequent dialogues, provide lots of books, recordings and create opportunities for writing. 2) Learning in a Logical-Mathematical Way. Students who have advantages in this field learn by forming concepts and looking for abstract patterns and relationships. They learn scientifically, think logically, with mathematical thinking processes and work with numbers. It is better if educators provide concrete material that can be used as experimental material, abundant time to learn new ideas, patience in answering questions and logical explanations for the answers that educators give. 3) Learning in a Spatial Way (Visual-Spatial). Students who excel in this field learn most effectively visually. They need to be taught through pictures, metaphors, visuals and colors. The best way to motivate them is through media such as films, slides, videos, diagrams, maps and graphics. 4) Learning in a Musical Way. Students with musical intelligence learn through rhythm and melody. They can learn anything more easily if it is sung. 5) Learning by Physical Method. Students gifted in this type of intelligence learn by touching, manipulating and moving. They require activities that are movable, dynamic and visceral. The best way to motivate them is through acting, dramatic improvisation, creative movements and all kinds of activities that involve physical activity. 6) Learning in an Interpersonal Way. The best way to learn for gifted students in this category is to relate and cooperate with each other. They need to learn through interaction with others through collaborative learning, social assignments or services, appreciating differences, building diverse perspectives. 7) Learning in an Intrapersonal Way. Learners with this inclination toward learning most effectively learn when given the opportunity to set targets, choose their own activities, and determine their progress through whatever project they are interested in. Educators can motivate them by building an environment for developing self-knowledge, knowing themselves through 50 other people, educating emotional intelligence and reflecting on awe and purpose in life. 8) Learning the Naturalist Way. Students who are inclined as naturalists will be excited when involved in outdoor experiences, also happy when there are events outside of school. (Makrufi, 2014)

## METHODS

### Research Design

The approach used in this research is the Goal Base Evaluation approach. While this type of research is qualitative and uses the following research methods.

1. Descriptive method, which is a method to examine or describe the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. This description method can be further divided into: survey methods, continuous description methods, case study methods, job or activity analysis methods, comparative study methods, and time and motion study methods..
2. Grounded research method, which is a research method that is based on facts with the aim of making generalizations, establishing concepts, proving theories and finding theories. This method is essentially a process of searching for as much data as possible, which begins with the phase of entering fieldwork without a hypothesis, describing events on the basis of observations and formulating explanations about the emergence of these events based on observations..
3. Action research method, which is a study conducted to determine a design decision in the future.

The aim is to collect accurate and comprehensive information so that it can be used in helping the leadership to take further decisions to improve and improve the implementation of SDIT Insan Mandiri Kalisari.

## FINDINGS AND DISCUSSION

Based on observations and research in the field, the self-development activities at SDIT Insan Mandiri Kalisari which refer to the implementation of the multiple intelligence theory can be seen from the students being given the freedom to choose more than one self-development activity. This is in line with the multiple intelligence theory which states that every child has more than one intelligence.

The implementation of schools based on multiple intelligences in the Insan Mandiri Kalisari Integrated Islamic Elementary School has been going well, this is indicated by the indicators:

1. Use of Multiple Intelligence Research on every student, both new and old students.
2. From the results, the school has a description of student learning styles so that in class placement and methods and strategies of teachers teaching in class according to student learning styles. Teaching and learning activities are carried out in a fun way and acknowledge every intelligence that the child has.
3. This also affects the way of assessment

4. The school accepts that every child has intelligence because there are no children who have not graduated / failed.

With Multiple Intelligence Research, teachers can find out the learning styles of their students so that teachers can easily learn with the learning styles needed by the most prominent students through Multiple Intelligence Research. This is because there will be an intelligent tendency towards which abilities a student has. Through Multiple Intelligence Research, teachers can also screen children's talents and interests in learning. Methods and strategies were adjusted accordingly.

In Insan Mandiri Kalisari Integrated Islamic Primary School, the teacher teaches according to the results of the students' Multiple Intelligences Research, this is generally emphasized because of the use of Multiple Intelligence Research, which is to determine the child's dominant intelligence, so that the teacher can use what methods / strategies will be used to teach children . The teacher teaches according to the results of multiple intelligence research, makes it easier to develop and improve the intelligence of students so that the tendency of intelligence that appears will be more honed. Plus it will make it easier to guide students in the learning process because it is adjusted to student learning. Teaching is carried out according to the results of the students' Multiple Intelligence Research, not only to support student success, but also to make it easier for teachers to teach. For example, if there are many students who are smart in music, learning takes place with a musical learning style approach. The teaching style of the teacher must match the learning style of the students.

The holistic assessment system for students is used in the multiple intelligences assessment process. The scoring system that recognizes the intelligence of each student is included in a process assessment rubric. Affective assessment: responsibility, independence, response to lessons, etc. Psychomotor: practice, performance, demonstration. In this case, Insan Mandiri Kalisari Integrated Islamic Primary School uses basic processes that cover all areas of education, including cognitive, psychomotor and affective areas.

In connection with the output, the quality of alumni or graduates of the Insan Mandiri Kalisari Integrated Islamic School as described in the results of the interview is informed as follows: The average of the Kalisari Insan Mandiri Integrated Islamic School has good character. Insan Mandiri Integrated Islamic School graduates are accepted at various quality State Junior High Schools, State Senior High Schools and State Universities. Not a few students who excel at schools with higher levels.

## **CONCLUSIONS**

Multiple intelligence or multiple intelligences is the point of view of education and learning. Students are in the scope of the conception of multiple intelligences which means that there are no stupid students, only students who have not been stimulated by their plural intelligence by the teacher, school

and the environment. The orientation of the direction of education in the vision, mission and objectives and scope of SDIT Insan Mandiri Kalisari departs from this conception. Internally within the scope of school, the application of multiple intelligences starts from the intelligence paradigm, that every child is intelligent with multiple intelligences, then input students who think paradigmatically are considered intelligent. In the process these inputs improve learning processes according to the intelligence of the main learners which are then portrayed in process-based assessments as a result of learning output.

The theory of multiple intelligences provides an opportunity for teachers at SDIT Insan Mandiri Kalisari, to develop innovative learning strategies that are relatively new in education. SDIT Insan Mandiri Kalisari in the teaching of multiple intelligences teaching strategies is carried out in three main forms, namely; 1) curriculum orientation, 2) learning development methodology, and, 3) evaluation of learning outcomes. The development of a teacher learning methodology carried out by SDIT Insan Mandiri Kalisari is adjusted to the intelligence abilities of students. So that the various teaching strategy methods of the teacher work together with other intelligences.

The results of learning that continue to students are manifested in the context of outcomes, meaning that students will experience the maximum competency attainment during their educational life maximizing their primary intelligence. In line with that, parents of students help, accompany, stimulate many recommended daily activities according to the child's multiple intelligences.

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