

Implementation of Arabic Learningbased on Multiple Intelligences at Al-Kautsar Elementary School Malang

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Abstrak

Tulisan ini bertujuan untuk menggambarkan pelaksanaan pembelajaran bahasa Arab berbasis multiple intelligences di SD Al-Kautsar Malang yang meliputi kegiatan awal, kegiatan inti, dan kegiatan akhir. Penelitian ini menggunakan metode penelitian kualitatif deskriptif melalui studi kasus dengan teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Penelitian ini menunjukkan bahwa pelaksanaan pembelajaran bahasa Arab berbasis multiple intelligences di SD Al-Kautsar Malang dapat dikembangkan sesuai dengan rumpun kecerdasan siswa di kelas, mulai dari kegiatan awal, kegiatan inti, dan kegiatan akhir. Temuan penelitian menunjukkan bahwa pelaksanaan pembelajaran bahasa Arab berbasis Multiple Intelligence dapat memberikan gambaran terhadap pencapaian dan keberagaman kegiatan yang dilakukan guru dan siswa di dalam kelas.

Kata Kunci: Implementasi, Pembelajaran Bahasa Arab, Multiple Intelligences

Abstract

This paper aims to describe the implementation of Arabic language learning based on multiple intelligences at Al-Kautsar Elementary School Malang which includes initial activities, core activities, and final activities. This research uses descriptive qualitative research methods through case studies with data collection techniques through observation, interviews and documentation. This study shows that the implementation of learning Arabic based on multiple intelligences at SD Al-Kautsar Malang can be developed according to the intelligence clusters of students in the classroom, starting from initial activities, core activities, and final activities. The research findings show that the implementation of Multiple Intelligence-based Arabic learning can provide an overview of the achievement and diversity of activities carried out by teachers and students in the classroom.

Keywords: Implementation, Arabic Language Learning, Multiple Intelligences

Introduction

Education is a process taken to develop and optimize the potential of students. In the National Education System Law Number 20 of 2003 Chapter I explains that:

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Education is a conscious and planned effort to create an atmosphere of learning and the learning process, so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble character, and skills needed by themselves, society, nation and state.

Efforts to improve the quality of education in Indonesia in general have been carried out, including reforms in the field of curriculum. In this case, the education curriculum must be comprehensive and responsive to social dynamics, relevant, and not overloaded, and can accommodate the diversity of needs and technological advances. For this reason, the centralistic, monolithic and uniformistic pattern of education should be changed to be more democratic.³ The consequence of decentralization is the application of a competency based curriculum as a refinement of the previous curriculum which tends to be content based. With competence as the basis for curriculum development, flexibility will be guaranteed in the achievement of mastery of these competencies.

The realm of education which is a place to know, read, know one's personality and abilities and to what extent his competence in life is actually an ideal and significant domain. But the problem lies in the movements and processes of the realm itself which are not yet effective and efficient for the needs and desires of the community. The existing education is only the process of transferring knowledge and has not touched more basic roots such as extracting personality, potential and mental ability to face the swift cycles of the times.⁴ The educational practice that we encounter in formal schools, especially in Indonesia, clearly shows that there is a lack of respect for differences between individual learners. This means that the psychological aspect which is an important factor that must be considered in the process of teaching and learning activities is often neglected. One proof of this can be seen, for example, that the education implemented so far tends to prioritize the implementation of the curriculum. This means that students are forced to follow everything in the curriculum. While educators act as facilitators who seek how students can follow the curriculum, the educational process should pay

³Kurikulumdisinitidakbisadiartikansebatassubjekpelajaransajatahapimencakupberbagaiaktifitas yang dilakukanbaik di sekolahmaupundiluarsekolahsebagaimanadiungkapkan oleh Saylor dan Alexander:

"....schoolcurriculo is the total effort of the school to bring about desired outcomes in school and in out of the situation. In short the curriculum is the schools program for learners." Galen J Saylor and Alexander M. William, *Curriculum Planning for Better Teacher and Learning*, (New York: Holt, Rinchat, 1960)., 4

⁴Sutrisno, *Revolusi Pendidikan di Indonesia*, (Yogyakarta: Ar-Ruzz Media, 2005)., 5

attention to students psychologically. Because, without attention from this psychological side, the educational process carried out will clearly lose its direction.

Teachers must have knowledge about these students and how their characteristics are when entering a learning process in school. Students have certain backgrounds, which determine their success in following the learning process.

Learning is effective when it considers individual differences. Every child is born with the best conditions and brings their own potential and uniqueness that allows them to be the best. As Allah SWT says:

فَأَنقَضُوا بِأَنفُسِكُمْ خَيْبًا فِطْرَتِ اللَّهِ لَا تَبْدِيلَ لِحَلْقِ اللَّهِ ذَلِكَ الدِّينُ الْقَيِّمُ

وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

From the above verse, it can be interpreted that *fitrah* is the basic human potentials that have the nature of goodness and holiness to receive external stimuli towards perfection and truth. Both in terms of *fithrah al-munaazalat* (potential outside humans, from the revelation of Allah SWT) and *fithrah al-ghaarizat* (is the potential in humans that was carried since birth). These potentials include lust, reason, conscience which can be developed through education.

However, the education pattern implemented so far is still mass in nature, which provides the same treatment and educational services to all students. Even though they have different levels of skill, intelligence, interests, talents and creativity.⁵

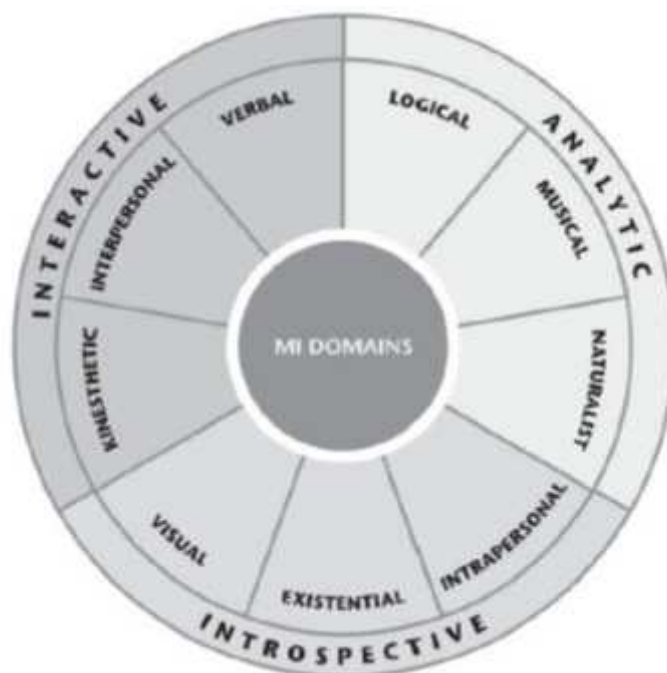
The implementation of this system has received criticism from many experts who side with the individual education system. One of them is Howard Gardner, a professor of neurology from Harvard University in 1984.⁶ Gardner is the leader of the Project Zero team at the Harvard

⁵ Hamzah B Uno dan Moh Makin, 2009, *Mengelola Kecerdasan dalam Pembelajaran* Jakarta: BumiAksara, 3

⁶Suparlan, 2004, *Mencerdaskan Kehidupan Bangsa dari Konsepsi sampai dengan Implementasi*, (Yogyakarta: Hikayat,., 198

Graduate School of Education, a research group that aims to strengthen education. It was through this project that he discovered the theory of multiple intelligences.⁷

The theory of multiple intelligences was born as a correction to the concept of intelligence developed by Alfred Binet, which laid the basis of one's intelligence on Intelligence Quotient (IQ) only. Based on the IQ test he developed, Binet puts a person's intelligence on a certain scale that focuses on language and logic skills, so he must have a high IQ. According to Gardner, the Binet test has not fully measured intelligence, even though the nine intelligences are spatial-visual, linguistic, interpersonal, musical, natural, kinesthetic, intrapersonal, logical-mathematical, and spiritual.⁸ According to McKenzie, intelligence is grouped into three areas or domains, namely: interactive, analytic, and introspective. These three domains are intended to align intelligence with existing students which are then observed by teachers regularly in the classroom. The theory of multiple intelligences according to McKenzie can be described as follows:



Nine Kinds of Intelligence

⁷ Joy A. Palmer (ed), 2006, *50 Pemikir Paling Berpengaruh Terhadap Dunia Pendidikan Modern*, Terj: Farid Assifa, Yogyakarta: IRCISoD, , 483

⁸ Howard Gardner, 1999, *Intelligence Reframed: Multiply Intelligences for the 21st Century*, (New York: Basic Books,), 47; Thomas Armstrong, 2003, *Sekolah Para Juara*, terj. YudiMurtanto, (Bandung: Kaifa,), 250

Gardner's theory of multiple intelligences teaches that all children are intelligent, but in different forms.⁹ Based on this theory, educators can develop student achievement holistically. The concept of multiple intelligences which focuses on the realm of uniqueness always finds the strengths of each child. If these advantages can be detected from the start, automatically the advantages are the potential intelligence of the child which can be used as the basis for accelerating the child's intelligence.

This theory contributes significantly to helping children find their strengths. This strength is an intelligence competence that is the basis for developing children's intelligence. The development of multiple intelligences for students should be carried out from an early age, at least since elementary school age. It can be understood that the elementary school age (6-12 years) is the golden age of children because the things learned at that age will become a foundation for children in their further development.¹⁰

As previous research has revealed about the language learning process based on Multiple Intelligence classes with the findings that the language environment is very supportive of students' skills based on their intelligence.¹¹ Likewise, the language learning strategy used refers to the development of Multiple Intelligences which is supported by a curriculum, learning materials, human resources and a learning process that has been adjusted without leaving the National curriculum and combined with the international curriculum.¹² And also that the learning model of the smart learning solution method based on multiple intelligence to maximize self-potential in early childhood education is effective.¹³ As well as the concept of multiple intelligence learning is an alternative in developing learning in elementary schools (SD).¹⁴

⁹ Howard Gardner, 2013, *Multiple Intelligences Kecerdasan Majemuk Teori dalam Praktik*, (Tangerang: Interaksana), 27

¹⁰ Aryani Syurfah, 2007, *Multiple Intelligences for Islamic Teaching: Panduan Melejitkan Kecerdasan Majemuk Anak Melalui Pengajaran Islam*, Bandung: Syamil Cipta Media, V

¹¹ Mahmudi, A., dkk, 2019. *Classroom Management and Arabic Learning Process Based on Multiple Arabiyât*. 6(2), 222–237.

¹² Fibriani Endah Widyasari, 2016. *Pembelajaran Bahasa Inggris dengan menggunakan Metode Multiple Intelligences*, Jurnal Edutama, Vol. 3. No. 1

¹³ Kristin Violinda, 2012. *Implementasi Metode Smart Learning Solution Berdasarteori Multiple Intelligence dalam Pengembangan Potensi Anak Usia Dini*, Indonesian Journal of Early Childhood Education Studies 1 (1)

¹⁴ Tri Sukitman, *Konsep Pembelajaran Multiple Intelligencedalam Pendidikan IPS di Sekolah Dasar*, LIKHITAPRAJNA. Jurnal Ilmiah. Fakultas Keguruan dan Ilmu Pendidikan ISSN: 1410-8771. Volume. 18, Nomor 1, hal 1-12

Arabic is the language used by Arab nations and Muslim societies. It is a strong life language, has developed, and is able to translate French, Indian, Greek, and so on. Arabic in medieval times was a means of developing science and spreading culture to European countries. Arabic culture today shines more than European civilization. And, Arabic is able to eliminate ignorance and motivate the Islamic world to develop and rise.¹⁵

Al-Kautsar Elementary School Malang is an elementary school that applies Arabic language learning based on multiple intelligences in the learning process as a learning strategy for school students that is integrated with the existing curriculum. This elementary school proves that learning Arabic based on multiple intelligences can be given and accepted by students. Starting from low class, students have researched their respective intelligence.

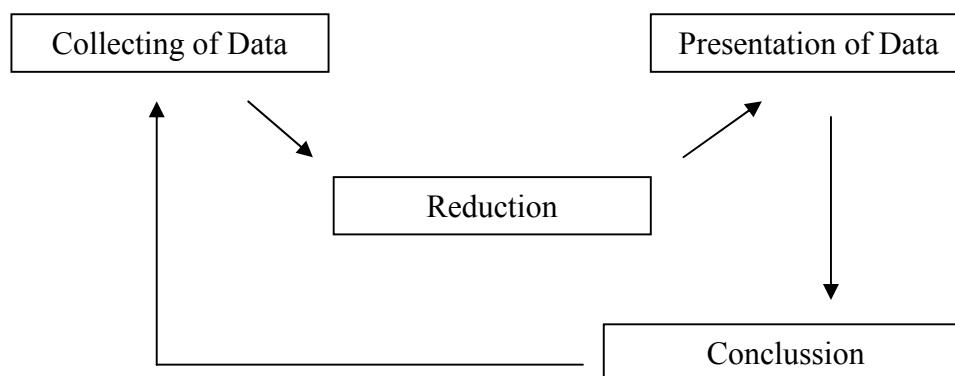
The learning paradigm at Al-Kautsar Elementary School Malang, which views that no student is stupid, all students are intelligent and fits the concept of multiple intelligences. This concept is implemented in the realm of learning by providing treatment to students according to their respective intelligence based on student intelligence research that has been carried out. The concept of multiple intelligences also requires teachers to make lesson plans or lesson plans before learning, prepare media and teaching aids so that they can make the learning atmosphere fun, outside the classroom teachers can consult with learning consultants, so that teachers get lots of input about learning strategies in class, arranging classes, how to open lessons to teaching aids that must be prepared so that learning material can enter into the long-term memory of students because the strategy is fixed and the student's learning style is the same as the teacher's teaching style.

Paying attention to the background described above, and accompanied by a deeper curiosity about the implementation of Arabic language learning based on multiple intelligences in schools which has contributed and can be used as an alternative solution to various Arabic learning strategies in learning so far. For this reason, in-depth research is needed on the extent to which the use of the multiple intelligences approach in the implementation of Arabic learning in schools that have applied the multiple intelligences approach, so that researchers really need to

¹⁵Abd al-'Alim Ibrahim, tt. *al-Muwajjih al-Fannî li Mudarrisî al-Lughah al-'Arabiyyah*, Kairo: Dâr al-Ma'arif, 48

This research uses a case study in which the researcher is directed to collect data, take meaning, and gain understanding of the case. Data collection was obtained through semi-structured interview techniques, observation and documentation. Researchers interviewed school principals, curriculum representatives, Arabic teachers to find out relevant Arabic learning practices. Researchers also made observations and followed the ongoing implementation of Arabic language learning. In addition, researchers took data through written documentation as an effort to determine the number of students, documentation of Arabic language learning process activities.

The data analysis technique in this study follows the theory presented by Miles B. and Huberman Micheal A, which can be described carefully as follows¹⁶:



Miles and Hiberman's interactive model of analysis

¹⁶ Miles Dan Huberman, A.M., 1992, *Analisis Data Kualitatif*, Penerjemah: Tjetjep Rohendi Rohidi, Jakarta: UI-Press, 16-18

Al-Kautsar Elementary School Malang is a formal elementary level education unit under the auspices of the Pelita Hidayah Foundation. Al-Kautsar Elementary School was established in 2004, and received its operational permit on February 14, 2005 from the Malang City Education Office. As a form of community-based education (Society Based Education), Al-Kautsar Elementary School has a religious uniqueness, namely integrated basic education with Islamic nuances. Therefore, the presence of Al-Kautsar Elementary School is expected to answer the challenges of future human resource needs who are faithful, intelligent and cultured.

Al-Kautsar Elementary School does not apply cognitive selection (*calistung*) in admitting new students. The considerations used are age, and readiness to enter elementary school in the form of psychological examinations. Psychological examination is not in the form of a written test, but in the form of observations to students. *Calistung's* ability and the ability to read Al-Quran are only used as a mapping to group class 1 students so that the input is very heterogeneous from the cognitive aspect, but almost homogeneous from the affective aspect. Each year an average of 100 students are divided into groups, with an effective capacity of 24-25 students in one class.

The grouping of students in grade 1 is based on the mapping of reading, writing and arithmetic abilities. Class 2 continues the grouping of class 1 for the strengthening of psychological aspects, grades 3-5 based on Research Multiple Intelligences, class 6 random and tracking learning completeness results. The basis used in grouping students is based on the results of Research Multiple Intelligences for grades 3-5. For grade 1 students are grouped proportionally between the number of male students and female students, which is continued in grade 2. Meanwhile, the grouping for grade 6 uses a tracking system (the order of the scores for the score out). The number of study groups ranging from grades 1-6 is 25 groups, with an average class capacity of 27 students.

Al-Kautsar Elementary School Malang began to apply multiple intelligences in learning strategies since the school's establishment for the first time, namely in 2004. The background for school management to apply the concept of multiple intelligences in learning at Al-Kautsar Elementary School Malang is awareness of respect for potential, interests, and talents. owned by every child.

In every learning activity the teacher should plan learning as a form of learning preparation. The following are learning activities prepared by the Arabic teacher:

First, the initial activities in learning Arabic based on multiple intelligences include compiling a learning plan containing indicators of developmental achievements achieved by students according to their age including Religious and Moral Values, Social Emotional, Language, Cognitive, Motoric, Independence and Art. Likewise, the learning method is adjusted to the intelligence clusters of students at SD Al-Kautsar Malang. The learning method used by the teacher can be seen in the implementation of daily learning activities, and also the implementation of Arabic language learning based on Multiple Intelligences, there are perceptions and motivation. The initial activities carried out by the teacher to build students' perceptions and motivation with activities that make children happy, namely singing, moving the body, shouting the jargon "Smart Children, ice breaking, and discussion. The form of initial activities in early learning Arabic based on multiple intelligences is as following:



Activities in the Implementation of Arabic Language Learning

Based on the foregoing, the initial activities carried out by the teacher in the multiple intelligences class are the best conditions for student learning. A special stimulus at the beginning of learning that aims to grab students' attention is apperception. This means that all initial activities are very effective conditions for making apperceptions in the learning process

Second, the core activities in the implementation of learning Arabic based on multiple intelligences also adjust to the intelligence formulation of students in the classroom. As for the visual-spatial intelligence class, they make pictures according to the themes taught on that day, as the form of student drawing activities can be described as follows:



Student Drawing Activities in the Visual-Spatial Intelligence Cluster Class

Drawing activities carried out by students in this visual-spatial class are activities that make it easier for them to understand the subject matter. All activities carried out in this intelligence family class are in accordance with the theory which states that visual intelligence is the ability to see and observe the visual world accurately, and then act on these perceptions. This intelligence involves an awareness of color, line, shape, space and size.¹⁷ So by drawing that they understand the subject matter.

Likewise, the musical intelligence family class, where the main activity is they compose songs for the theme of the day and sing them in groups in front of the class. The form of singing activities can be described as follows:



¹⁷ Adi W. Gunawan, 2004, *Genius Learning Strategy, Petunjuk Praktis untuk Menerapkan Accelerated Learning*, Jakarta: Gramedia Pustaka Utama, 234-235; Julia Jasmine, *Profesional's Guide: Teaching With Multiple Intelligences.*, 17-18

Activities Singing in the Musical Intelligence

Likewise, the musical intelligence class who composed a song into a song for the theme of the lesson for the day. The activities carried out in the classroom in this music intelligence family are in accordance with the theory which states that musical intelligence is the ability to handle musical forms by perceiving, differentiating, composing, and expressing. This intelligence includes sensitivity to rhythm, tone or melody dot patterns, and tone color or sound color of a song.¹⁸

Whereas in the intrapersonal and interpersonal intelligence family, the core activity of learning Arabic is that they are made in groups to solve a theme and discuss it together. The form of group learning activities can be described as follows:



Learning Activities in the Interpersonal Intelligence Cluster

Meanwhile, the interpersonal intelligence class that conducts discussions for the theme of the lesson on that day is also in accordance with the theory which states that intrapersonal intelligence is the ability to understand and interact well with other people. This intelligence is shown in the joy of making friends and the enjoyment of various kinds of social activities as well as an aversion to solitude and solitude. People who have this intelligence like and enjoy working in groups, learning while interacting and collaborating, also like to act as a mediator of disputes both at school and at home and their environment.¹⁹

Third, the final activity in implementing Arabic language learning based on multiple intelligences can be seen through learning evaluation. In the evaluation system at SD Al-Kautsar

¹⁸ Howard Gardner, *Multiple Intelligences.*, 32

¹⁹ Jasmine, *Profesional's Guide: Teaching with Multiple Intelligences.*, 26

Malang, the teacher uses observations, portfolios and authentic assessments. The teacher makes observations or observations to determine the attitudes and learning process of students in class and outside the classroom. The portfolio is used to record activities and events that occur when learning activities take place. The forms of assessment in the implementation of Arabic learning based on multiple intelligences at Al-Kautsar Elementary School Malang are as follows:

Numb	Criteria	Scoring				
		5	4	3	2	1
1	Pronounce vocabulary words correctly					
2	Arrange the cutouts correctly					

Form of Student Assessment Rubrics

Information:

5 = Very good. Students can pronounce vocabulary correctly and arrange pieces of pictures perfectly

4 = Good. Students pronounce vocabulary correctly, and arrange picture pieces incorrectly

3 = Enough. Students recite vocabulary by listening to the help of a friend, and compose pieces of pictures with the help of friends

2 = Less. Students pronounce vocabulary incorrectly and arrange pieces of pictures incorrectly

1 = Very little. Students can't to pronounce vocabulary and are not able to arrange pieces of pictures correctly

Conclusion

Based on the finding, it can be concluded that in the implementation of Arabic learning based on multiple intelligences, there are several activities, namely initial activities which include apperception and motivation and ice breaking which are useful for encouraging students before learning, core activities that refer to using learning methods in accordance

with clumps of student intelligence in the class, including visual-spatial, musical, interpersonal, and intrapersonal-interpersonal, and the final activity includes learning evaluation. Learning evaluation used by the teacher in learning based on multiple intelligences for students, namely by observation, and portfolios, as well as authentic assessment.

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Tri Sukitman, *Konsep Pembelajaran Multiple Intelligence dalam Pendidikan IPS di Sekolah Dasar*, LIKHITAPRAJNA. Jurnal Ilmiah. Fakultas Keguruan dan Ilmu Pendidikan ISSN: 1410-8771. Volume. 18, Nomor 1, hal 1-12