
Implementation of Multiple Intelligences in Bayt Al-Hikmah Pasuruan First Middle School

Muhammad Munzaini

UNU Surakarta, Indonesia

Email: muhammadmunzaini@gmail.com

Sugiyono

UNU Surakarta, Indonesia

Email: sugiyono@mail.unnes.ac.id

A. Dardiri Hasyim

UNU Surakarta, Indonesia

Email: adardirihasyim@gmail.com

Abstract

The purpose of this study was to examine and find out how the implementation of the concept of multiple intelligences learning at SMP Bayt Al-Hikmah Pasuruan, which is a pesantren-based school. The type of research used is qualitative with a descriptive approach. Data was collected through in-depth interviews, participatory observations, and document review. The data that has been collected was analyzed using qualitative data analysis techniques. The results of this research are: (1) education based on multiple intelligences is relevant to be applied in Islamic education, both micro, and macro. Islam has the concept of fitrah in terms of developing human potential, one of which is the multiple intelligences learning methods. (2) The implementation of learning consists of three important stages, namely: Student input; The amount received according to the class capacity and available rooms, then Multiple Intelligences Research (MIR) is held. Teacher input; the main requirement is that they are willing to continue learning and are committed, written tests, practice (micro-teaching), and interviews are carried out. Learning process; The teacher prepares a lesson plan based on the results of the MIR and SOP, implements a multiple intelligences strategy based on how the brain works, and evaluates/assesses student competencies, accompanied by a consultant "Guardian Angel. Student output. Student competencies include cognitive, psychomotor, and effective, which are assessed based on authentic assessments. Teacher outputs; Teacher competence is assessed based on 4 components (student learning outcomes, lesson plans, creativity, and teacher behavior). (3) the learning process in the Diniyyah program at the Bayt Al-Hikmah Islamic Boarding School although it is still traditional, it has developed the talents and interests of students according to the interests of the students, even though it has not implemented multiple intelligences thoroughly and is less structured. (4) The policy of independent learning has led to the concept of education that humanizes humans. Students are no longer seen as individuals whose learning development for several years is only measured by a series of standardized tests that do not measure up to a higher level of thinking. All children have the right to go to school regardless of such aspects of living standards because all children are seen as equal, namely individuals who will be directed by teachers to be able to develop optimally towards maturity.

Keywords: multiple intelligence system, input, process, and output

INTRODUCTION

The educational process is an effort to develop and actualize students to the maximum according to their talents and interests, both formally and informally. In educational institutions, both formal and informal, the development of noble and religious morals certainly occupies one of the duties of an institution. Therefore, religious development and noble character occupy a special place in national education (H.A.R Tilaar and Riant Nugroho, 2012: 83).

The task of education is to develop a moral and civilized person as a member of his community, the surrounding community, his ethnic community, his diverse national community, and as a member of a civilized human society. Educating is a very broad task, educating can be done by teaching, giving encouragement, praising, giving examples, punishing, getting used to, and so on (Susanto, 2010: 1).

Education is a human effort to realize the potential of basic abilities that God has bestowed on him, both in the form of mental and physical

potential. The integration of body and soul is the basis for humans to think, act and work to realize their abilities so that their lives will increase. So education is a golden bridge to improving the standard of human life.

The fact that there are problems surrounding education cannot be denied. Education experts and education bureaucrats also acknowledge this. Indonesia's development achievements in the field of education are still lagging behind. Although there is an increase in the Human Development Index (HDI) it is a dimension in which residents can access development outcomes in obtaining income, health, and education. Indonesia's HDI, which was 68.9 in 2014 increased to 70.81 in 2017. This figure is quite high but it puts Indonesia on the order of 116 out of 189 countries (Development Team, 2018: 4).

The Global Talent Competitiveness Index (GTCI) is a ranking of countries' competitiveness based on the capabilities or talents of human resources possessed by a country, in 2019 Indonesia was ranked 67 out of 125 countries with a score of 38.61 and was at level 6 in ASEAN. Some indicators of this index evaluation are per capita income, education, computer, and information technology infrastructure, gender, environment, tolerance level, to political stability (Bruno Lanvin, 2019: 11).



Figure 1. Global Talent Competitiveness Index 2019

This situation shows the low ability or talent of Indonesian human resources. According to Howard Gardner, every human being has intelligence

The intelligence referred to by Gardner is not just intelligence in solving exam questions that tend to be cognitive values. Gardner argues that "Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings" (Howard Gardner, 1983: xxviii).

Intelligence is the ability to solve problems and create works or products, which are conse-

quences of a certain cultural or social situation. Human intelligence can be developed continuously so that it can make humans superior.

Moral education and character of irony. Because the biggest gravity in the education system is academic. The academic appeal is so strong that it seems dominant.

In order to meet the elements of academic success, a ranking system of student learning outcomes is made, students are classified into smart, less intelligent, and stupid. The strength of academic gravity on the success of students, makes parents disorientated in the meaning of the quality of education. Cognitive factors are considered to be a determinant of the future success of a student's education.

Alamsyah explained that actually all students are smart and no one is stupid, he said that there were only students who had low abilities (Alamsyah Said and Andi Budimanjaya, 2015: 16).

The right solution for all of this is the teacher's ability to understand the right method or learning strategy, in accordance with the type of intelligence or learning style of students. In this case, the theory of multiple intelligences proposed by Howard Gardner is one of the references in building and developing learning in the classroom by paying attention to all the bits of intelligence possessed by students. Therefore, an educator must believe in every difference that exists in students who are different from one another. This is caused by environmental factors of family, community, friendship, educational institutions, and other environments. Finally, the combination of genetic differences with differences in life experiences transforms a student into an individual who has unique basic characteristics (potential, interests, and talents), meaning that no human being in this world has characteristics that are truly unique, meaning no human being in this world has exactly the same characteristics (Munif Chatib, 2013: 12).

Education that can accommodate all aspects of student intelligence requires a curriculum and a representative learning approach, namely a curriculum and learning approach based on multiple intelligences or multiple intelligences. Many learning practices in our country still rely on traditional learning models that must be changed because it considers students as if they are forced to do what the teacher tells them to do. Traditional learning models tend to be in the same direction that leads to the willingness of educators and curriculum, so the results obtained tend to prioritize academic achievement and need to be reviewed

because it is not in accordance with community development (Asri Budiningsih, 2009: 111).

Knowledge (intellectual) is considered to be the top priority at this time, always the level of knowledge is measured through bits of intelligence that highlight the intellectual abilities of students whose indicators are indicated by the numbers obtained by someone, so that a paradigm emerges that children's success is largely determined by intellectuals that lead to cognitive and intelligence test (intellectual intelligence) (Lucy B, 2009: 5). Therefore, educational institutions that are considered smart are students who have high intellectual test results. In fact, finding solutions to the problems faced by students can be faced in a certain way and not only with regard to the acquisition of a high IQ score. While other bits of intelligence such as psychomotor and effective intelligence tend to be neglected.

This condition is what we observe in educational institutions (schools) in general in Central Java, especially in Semarang Regency where schools still use the class champion system (ranking) for student achievement. With the implementation of this, students who do not win will actually be ashamed and feel inferior, their confidence will be lost, even though their confidence will be a big capital in later life. The task of teachers and schools is to admit that Allah SWT created them with intelligence that their friends may not have.

The top-ranked child will always be in the top-ranking group. so the child who is ranked below will forever be in that group. This is because the ranking system only looks at some aspects of intelligence, namely mathematical intelligence and language. Meanwhile, many other bits of intelligence cannot be measured by a ranking system.

Learning malpractice is defined as procedural errors and actions in carrying out educational process procedures (Pardani Prasetyo, 2015). in a broad sense. In a broad sense, it means as long as teaching by heeding learning styles according to the multiple intelligences of students. This error can occur in learning activities, either at school or at home, as a result, students and children fail to achieve complete learning outcomes. Errors in learning in schools involve schools and teachers who enter into educational practice. While at home, sometimes parents play a role in giving birth to learning disasters for their children. Systems at home as well as in schools including the category of educational malpractice accelerate the stunting of intellectual abilities and accelerate the death of mind and talent.

Multiple intelligences were proposed by Gardner in 1983. When it was first published, it was only informed that there were 7 types of intelligence. but after further research is conducted there are 9 types of intelligence, namely, linguistic intelligence (language), mathematical and mathematical intelligence (mathematical-logical), visual-spatial intelligence, kinesthetic intelligence (body), interpersonal intelligence, intrapersonal intelligence, musical intelligence, intelligence naturalist, and existential intelligence (Nilta Nur Afidah, 2021).

The gift that humans have with 9 types of intelligence shows that humans are the best creatures.

The right education model is in accordance with the goals of national education, namely "the development of the potential of students to become human beings who believe and fear God Almighty, have a noble character, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens". Muhammad Yunus, 2014).

Learning based on multiple intelligences is learning that pays attention to 9 kinds of intelligence possessed by students. Multiple intelligence-based learning has been implemented in several schools in Indonesia such as the Malik Ibrahim Islamic Foundation Elementary School, Fullday School founded by Munif Chatib in Gresik, YIMI Gresik Middle School, YIMA Bondowoso MTs, Insan Mandiri Junior High School in Tangerang, School Of Human (SOH) in Jakarta, other funds.

Bayt Al-Hikmah Junior High School Pasuruan is a member of the Pesantren-Based School (SBP) organized by the Directorate of Junior High School Development, Directorate General of Basic Education, Ministry of Education and Culture in collaboration with the Directorate of Early Education and Islamic Boarding Schools of the Directorate General of Islamic Education, Ministry of Religion and the Center for Research and Development in Education. (CERDEV) UIN Syarif Hidayatullah Jakarta. The Pesantren-based SMP program commonly called SBP was born out of a great desire to produce intellectual, emotional, and spiritually intelligent students through the integration of the advantages of regular education (in this case junior high school) with Islamic boarding school education (Hamid Muhammad, 2014: 5).

Based on the narrative of Vita Wardana, a consultant from Nex Edu Surabaya, among schools based on Islamic boarding schools that have been fostered by Nex Edu who have imple-

mented multiple intelligences learning models, one of which is SMP Bayt Al-Hikmah Pasuruan. Since 2013 Bayt Al-Hikmah Junior High School Pasuruan has collaborated with Nex Edu Surabaya to provide training and assistance in the implementation of multiple Intelligences-based learning.

The implementation of multiple intelligences learning at Bayt Al-Hikmah Junior High School Pasuruan has its own uniqueness, namely making multiple intelligence-based learning a way to create child-friendly schools and cottages, with an affectionate approach, forming the disciplined character of students with the intelligence or talent they have without the need for shouts and corporal punishment as well as achievements in accordance with their respective advantages. However, the culture of salaf Islamic boarding schools is also preserved, for example here if someone can't stay still in class, the prominent kinesthetic intelligence of the teacher / ustadz directs positive activities, such as dirty classes, and he becomes the most enthusiastic child to move clean without being asked. So he remains disciplined with his kinesthetic intelligence. In addition, class grouping based on the similarities of intelligence stands out, for example, children who like to read and have strong memorization are directed to enter the tahfidzul Qur'an or language program. Meanwhile, those with high mathematical logic based on the results of multiple intelligences research (MIR) and academic tests were included in the Qur'anic science group. The teacher teaches according to the child's learning style.

As this country matures, education is also improving for the better, at the end of 2019, the Minister of Education and culture, Nadiem Makarim, initiated a new policy in the world of education called the independent learning policy. This policy offers the concept of an ideal education where both teachers and students are seen as subjects in the learning process where both can synergize with each other. In the concept of independent learning, the teacher is not used as a source of truth by students, but teachers and students collaborate to move and seek the truth because both teachers and students are the subjects of education itself.

The concept of a school with a multiple intelligences system leads to the concept of education that humanizes humans. Students are no longer seen as individuals whose learning progress over several years is only measured by a series of standardized tests that do not measure up to a higher level of thinking. In addition, educati-

on has also moved from a caste system based on favorite or not favorite educational institutions.

The advantages and uniqueness of the application of multiple intelligences learning applied to the Bayt Al-Hikmah Junior High School Pasuruan Islamic Boarding School. Researchers are interested in conducting research on the implementation of multiple-intelligence learning in the school. The purpose of this research is to describe the planning, implementation, and evaluation of multiple intelligences learning at SMP Bayt Al-Hikmah Pasuruan Pesantren-Based School (SBP).

METHODS

Research conducted by researchers using qualitative research. The qualitative method is a method that is carried out in field conditions directly to sources and researchers as the main key. Words or pictures, don't emphasize numbers. Qualitative research emphasizes more on the process more than the outcome (Sugiyono, 2016: 13).

Qualitative method research has a purpose, which is to reveal facts, variables, phenomena, and circumstances that occur while the research is in progress. The qualitative approach is expected to be an in-depth explanation of the application of a theory. The characteristics of qualitative research are developing, open instruments, the data in the form of (interviews, observations, and audiovisuals), using textual and image analysis, and interpretation in the form of themes (Rully Indrawan and Poppy Yuniawati, 2016: 29).

This qualitative research examines perspectives, participants with interactive, and flexible strategies. Qualitative research is aimed at understanding social phenomena from the participant's point of view. Thus, qualitative research is research that is used to examine the condition of natural objects where the researcher is the key instrument (Imam Gunawan, 2015: 83).

Qualitative is used to formulate generalizations from the analyzed data based on the information obtained which is expected to be a reference for the application of the theory of multiple intelligences in the learning management system. This research is also qualitative because the data obtained through the main source, namely the Bayt Al-Hikmah Junior High School document will be described and analyzed in a comprehensive and detailed manner.

Data analysis activities are carried out after data collection is complete. The data analysis process begins by examining all data from vario-

us sources. After collecting various data, then the author conducts an analysis and goes through the following stages, namely, data reduction, data display (data presentation), conclusion drawing, and verification (Sugiyono, 2021: 240).

RESULT AND DISCUSSION

Analysis of the Implementation of Multiple Intelligences Learning Concepts at Bayt Al-Hikmah Junior High School Pasuruan

The implications of the application of the theory of multiple intelligences in education and teaching for Bayt Al-Hikmah Junior High School teachers, Pasuruan require a complete understanding of each teacher of this paradigm and also the creativity of each teacher in designing learning strategies that view that every child is unique and has different learning styles. A wide variety of variants of different learning styles. Various kinds of variations in learning that students have at Bayt Al-Hikmah Junior High School Pasuruan have implications for the assessment and evaluation system.

1. Multiple intelligences regarding the ability of students to do something in various contexts.
2. Multiple intelligences explain the learning experiences that students go through to become competency standards.
3. Multiple intelligences are learning outcomes that explain what students do after going through the learning process.
4. The reliability of students' ability to do something must be clearly and broadly defined in a standard that can be achieved through measurable performance.
5. The preparation of competency standards, competencies, and learning outcomes should be based on multiple intelligences that are set proportionally, not only in cognitive or spiritual aspects but in a balanced and targeted manner.
6. Multiple intelligences is a concept of intelligence that has existed since humans were born. This concept is the result of a neurobiological study (neuroscience) of brain maps that rely on neural networks. Each lobe of the brain (lobe of the brain), is responsible for the type of intelligence and is mutually independent, cooperating with each other biochemistry. Implications in the world of education for teachers, used in learning for students. Teachers teach by first understanding the learning styles of the students' multiple intelligence types and the dominant learning modality. In the context of learning, the

teacher who teaches if it is the same learning style as the students, the lesson becomes easy, the students will be active and involved in the learning process.

The theory of multiple intelligences provides an opportunity for teachers at Bayt Al-Hikmah Junior High School, to develop innovative learning strategies that are relatively new in the world of education. There is no strategy that will work fully to stimulate the multiple intelligences of every student. The multiple intelligences learning strategy is an effort to achieve certain competencies in learning by optimizing the eight bits of intelligence possessed by each student. However, to bring it back, all intelligence synergizes in a unique unit according to needs. So that students are able to solve learning problems in an amazing way.

Bayt Al-Hikmah Junior High School Pasuruan in the learning activities of multiple intelligences teaching strategies are carried out in three main forms, namely; 1) curriculum orientation, 2) learning development methodology, and 3) evaluation of learning outcomes.

The development of teacher learning methodologies carried out at Bayt Al-Hikmah Junior High School Pasuruan was adjusted to the tendency of students' intelligence. So various methods or teaching strategies of teachers synergize with other types of intelligence. Internally within the scope of the boarding school, the application of multiple intelligences starts from the intelligence paradigm, that every child is intelligent with multiple intelligences, then inputs students who are considered intelligent paradigms. In the process, these inputs undergo a learning process according to the students' main intelligence which is then photographed in the form of a process-based assessment as the output of learning outcomes. Learning outcomes that continue to take place in students are realized in the context of outcomes, meaning that students will experience the achievement of their maximum competence as long as their educational life maximizes their main intelligence (dominant multiple intelligences). Likewise, parents of students or room supervisors (musyrif-musrifah) help, accompany and stimulate in many recommended daily activities according to the child's multiple intelligences.

The implications of multiple intelligences on the learning management system implemented at Bayt Al-Hikmah Junior High School Pasuruan have positive consequences for teachers in teaching implementation. This consequence is because the multiple intelligences teaching strategies emphasize active student learning. The mul-

multiple intelligences learning strategy makes students the champions in certain fields according to the intelligence that stands out in them because basically, every student has one or more intelligence that stands out. The multiple intelligences learning strategy encourages teachers to innovate in their teaching methods. Therefore, every teacher is required to be more creative in looking for breakthroughs to optimize all types of existing intelligence. As a learning strategy, as long as it has the procedural activities contained in the lesson plan. The multiple intelligences strategy is such a broad context. As for the name of the strategy, I am trying to call it a multiple intelligences strategy, for example, the socio-drama strategy (role play) is grouped in the large family of multiple intelligences strategy. Likewise guessing words, concerts, simulations, and others. For example, in musical intelligence (musical bits of intelligence) teachers can emerge by simply introducing music into lessons, or by targeting naturalist bits of intelligence (naturalist bits of intelligence) simplifying lessons related to flora and fauna into the procedure of learning activities.

The basis of the application of the theory of multiple intelligences in teaching and learning that is urgently owned by teachers is the power of creativity and a more humanist paradigm of intelligence. It takes the role of the teacher more than just transferring knowledge and knowledge. In the application of the theory of multiple intelligences, the role of the teacher becomes very vital, and central and has a strong influence on the process of implementing multiple intelligences-based teaching and learning. The teacher must first accept with the strong and logical belief that the core of the theory of multiple intelligences is that all students have multiple intelligences or multiple intelligences. And no student is stupid. The foundation of thought above is a good initial foundation so that teachers are able to apply the theory of multiple intelligences in the teaching and learning system.

How the teacher's role in the application of the theory of multiple intelligences is as follows:

First, the teacher must accept a strong and logical belief that the basis of the theory of multiple intelligences in the teaching and learning system is that no student is stupid. Each child or student has one or more diversity of bits of intelligence. That there are no stupid children but there are children with learning disabilities or learning disabilities. Learning barriers or learning disabilities show a barrier (barrier) experienced by children or students. Curtains or barriers experienced by students/children can be psychological

as a result of parenting during the growth and development period from 0 years of age to school age and non-psychological such as patterns of harmonization relationships when teaching and learning interactions occur.

Second, the teacher acts as an "explorer of abilities" or discovering abilities of their students. Exploration of abilities carried out by teachers in their students brings teachers to exploratory and elaborative behavior towards the profession as educators. This can be an affirmation that the teacher does not only teach but also explores the potential intelligence possibilities of students or their students.

Third, the teacher must be able to be a motivator for his students. The motivations carried out by the teacher are not only from the ability to motivate students with the lecture system but also by showing positive behaviors that lead to the need for potential or the need for achievement. The ability of teachers to interact well, humanely, and educatively with students is a motivational mechanism. According to the researcher, the tendency of students when motivated through a monologic lecture system tends to be less strongly responded by students. Therefore, the best motivator for teachers to do is to establish positive interactions. Humanists have educational value to the point where students idolize teachers. At this stage, there has been a chemical bond between the students (students) and the teacher, so that any kind words from the teacher will be easily accepted, understood, and implemented teacher.

Fourth, the teacher is a facilitator. In the process of teaching and learning, teachers facilitate the diversity of intelligence of students (students) through activities centered on the student center where students are actively involved, creatively, in the process of learning activities. The teacher facilitates the diversity of students' intelligence in the teaching and learning process through multiple strategies according to the information obtained from multiple intelligence research (MIR).

Fifth, the teacher is a stimulator in the process of teaching and learning activities of students. Simulation of the learning process of students, according to a high level of creativity and commitment from the teacher. In the teaching process, the teacher does not fully provide answers to a problem, but the teacher stimulates with directions, facilitates the smooth operation of activity procedures as well as supports media for teaching and learning. The teacher directs students towards problem-solving (problem-solving), through low-level thinking, or law-order thinking

to involve students in high-order thinking skills.

Sixth, the teacher as an evaluator, the teacher conducts a thorough assessment (kaffah) and is humane or humane during the education process and the learning process takes place. The assessment puts more emphasis on ipsative, which is an assessment that measures or compares the previous achievements of each individual student. The methodology or assessment system emphasizes performance (performance) behavior, skills, and academic performance. The assessment system prioritizes the assessment of the education and learning process. Aspects assessed include aspects obtained from student learning activities. Aspects of skill assessment are obtained from process activities in the form of works/products, and knowledge aspect assessments are obtained through the learning process and the final result of the learning process. The three aspects assessed by the teacher as an evaluator prioritize an authentic assessment system based on an assessment rubric.

Seventh, the teacher is a friend and parent of students. The teacher is the second parent of the two children, after the biological parents of the child at home. In the context of universal education, teachers are educative parents of children at school. Teachers touch students through learning activities, through learning activities, and through supporting activities for educational programs. Not only teaching but teachers also educate mental development, behavior, and character. In a broader and human context, students experience a process of growth and development with a level of mind that develops according to biological and psychological age. Accommodating education by touching students' positive thoughts helps students become proficient in speech and action. The skills of words and actions that are done repeatedly give birth to habits. Habits that are routine give birth to the character. In this case, it is very important for teachers to be friends and parents of students so that the process of speaking, acting, and being able to become good at character.

Eighth. Teachers as educators. The teacher as an educator emphasizes as an educator who all words, speech, actions, behavioral habits, and characters become screens that can be seen and imitated and used as examples and references. The way teachers teach for educators teachers is to emphasize the touch of mental and behavioral development. Inviting, exemplifying, and imitating behaviors that emphasize the behavior of piety to Allah, the Creator, and also in human

relationships.

From the descriptions and explanations above, the analysis of the application of multiple intelligences in learning requires an umbrella curriculum, syllabus, supporting programs (hidden curriculum), and teacher learning program plans as a technical application of the theory of multiple intelligences. The following describes the analysis of the application of multiple intelligences in learning.

The curriculum is a standard guide to content and processes that contain, direct and accommodate educational context and content. The curriculum container is an umbrella for implementing teaching and learning that contains the human element as students. The curriculum emphasizes that the educational achievement targets and how education is processed are adjusted to the theory of multiple intelligences which accommodates all prospective educators without exception and views all intelligent students with a variety of bits of intelligence.

The syllabus as a reference for the implementation of the teaching and learning process contains expected competency standards and basic competencies contain indicators of student learning outcomes and contain learning resource guidelines and allocation of learning time content. The syllabus becomes a vehicle that guides the implementation of content standards which are then implemented as process standards.

The lesson plan made by the teacher emphasizes the application of teacher teaching according to the results of multiple intelligences research or MIR. The results of the implementation of Multiple intelligences research (MIR) are poured into the selection of strategies according to the types of intelligence of students.

The analysis of the application of multiple intelligences and learning is carried out with a multi-strategy approach.

The implementation of multiple intelligences in learning requires the teacher's role as the operator of the implementation of multiple intelligences-based learning. Among the roles that are highly demanded from an operator implementing teaching and learning using the theory of multiple intelligences at Bayt Al-Hikmah Junior High School Pasuruan include teachers as discovery abilities or as explorers of students' abilities and talents, teachers as facilitators of various bits of intelligence of students, teachers as a stimulator of students. Teachers as friends and parents of students during the education and learning period, and teachers as educators of students.

Analysis of the Implementation of the Multiple Intelligences Learning Concept at the Bayt Al-Hikmah Islamic Boarding School Pasuruan

The pesantren tradition applied at the Bayt Al-Hikmah Islamic Boarding School Pasuruan which has interpreted the activities of its students for 24 hours as learning at least in intelligence in discovery has applied the following aspects:

First; Aspects of language intelligence (linguistics), this aspect of intelligence has been developed for a long time in salaf pesantren, including the Bait Al-Hikmah Islamic Boarding School Pasuruan because mastery of the yellow book (the classical scientific book), is a priority as well as an advantage of studying in pesantren, were to master that knowledge. , a santri is required to have Arabic language skills with all grammatical devices.

As said, another component of language intelligence is verbal memory. Gardner explains that “the ability to remember information such as long spoken lists is another form of language intelligence” (Shearer, C.B., 2004: 4). Because of the power of oral memory, remembering and repeating long words is easy for people with outstanding language intelligence. For people who have strong oral memory, ideas flow constantly, this is because they have a lot of words in their oral memory. Regardless of a particular part of the power of spoken memory, emphasis is placed on both written and spoken language.

Second, regarding the aspect of musical intelligence (musical), the Pondok Pesantren Bayt Al-Hikmah Pasuruan is not an institution that is anti-music, in fact, various kinds of Islamic arts, especially the art of solawat and the art of qira'ah, have become part of the learning tradition. The unique and complex qira'ah scales are always heard and studied, while musical instruments such as the tambourine and drum band are also taught, at least once a week (every Friday night) students are invited to pray to the accompaniment of tambourine music.

Gardner explains that “musical ability is related to sound memory. A few percent of what a person hears will enter his subconscious and become a major part of his memory (Howard Gardner, 2003: 103). Music is often included in the realm of intelligence because it is a component of memory. Sinetron and songwriting are examples of people who have outstanding musical intelligence.

Third, the aspect of logical-mathematical intelligence (logical-mathematical), language logic, in this case, ushul fiqh science, and Faroid science, become an inseparable part of honing

the excellence of students in mathematical logic intelligence.

Anyone who can demonstrate the ability to count quickly, estimate complete arithmetic problems, understand or reason about relationships between numbers, complete patterns or complete number rhythms, and read the calendar or other notation systems are already prominent characteristics of logical-mathematical intelligence.

Fourth; Aspects of spatial intelligence (spatial), spatial intelligence is very closely related to how students will start their da'wah, through high social sensitivity to social problems, students have often been asked to apply various kinds of jurisprudence theories to the new problem space where they live, this is done through forums. bahsul masail.

There are many professions or characteristics of people who require spatial intelligence, such as scholars need the ability to make arguments for judging a religious matter, so a sailor needs to judge a religious case, as well as a sailor needs the ability to steer his boat with the help of a map, an architect can use a patch of space to make a building, and a midfielder must be able to estimate how far the attacker can receive the ball.

Fifth; Aspects of bodily-kinesthetic intelligence, exercise, community service, and performing a solawat dance called Rodad, have long been a tradition of salaf pesantren, including the Bayt Al-Hikmah boarding school in Pasuruan. In this pesantren, the students not only learn science but also learn how to serve, in certain cases the students provide services in the form of preparing and guarding the needs of their Kiai in various ways, this is actually an arena for strengthening the body's kinesthetic intelligence.

All people with prominent body kinesthetic intelligence are able to use their muscles to control objects to control their body movements, have hand-eye coordination, and are able to move objects to complete complex movements or organize a message.

Sixth; Aspects of intrapersonal intelligence (intrapersonal), an important function of Islamic boarding school intrapersonal intelligence is to include accurate self-assessment through strict normative rules, goal setting through religious doctrine, self-understanding or instruction through the concept of muhasabah, and regulating self-emotions through tirakatan behavior, a student constructed to have it.

If a person already has a strong intrapersonal intelligence then he is able to understand himself as a person, whether it concerns his potential, how he reacts to various things, and what is his

goal. With good intrapersonal intelligence, it is hoped that everyone will be able to make decisions and determine their behavior without always being directed by others.

Seventh; Aspects of interpersonal intelligence, this intelligence is strongly cultivated in Islamic boarding schools, and the sensitivity of students to preach in society is cultivated daily. And the climax is at the time there is a boarding school, and at a certain level students are assigned to teach and engage in the community for some time.

The two main skills (interpersonal and intrapersonal) are the ability to recognize and accept differences between individuals and the ability to recognize people's emotions, moods, perspectives, and motivations. Examples of professions whose daily work is dealing with people, such as preachers, ustadz, doctors, police, or traders need to be more skilled in interpersonal intelligence to be more successful in the workplace. But it's much more difficult for some people who work with others they can't understand or with whom they can't relate.

Eighth, the aspect of naturalist intelligence (naturalists). In cultivating this intelligence, the Kiai usually invites several students who are prominent in naturalist intelligence, to take care of the plants and some of the animals that the Kiai maintains.

Ninth, existential intelligence. In the pesantren education space, this direction of intelligence is more directed at the intelligence of monotheism, where reflections on the human relationship between God and nature are internalized in the souls of students in the form of amaliyah tariqah and in-depth Sufistic studies by Islamic boarding school Kiai to their students.

The weakness of pesantren in implementing the learning process is not directed like the psychological analysis of students to determine the multiple intelligences. However, they are given the freedom to choose for themselves. Sometimes there are also some students who are apathetic about their own intelligence because these activities are not systematic as in Formal Education (SMP).

Pesantren should prepare a lesson plan, taking into account the eight dominant bits of intelligence, learning styles, and student conditions. The use of learning strategies in Islamic boarding schools must also be varied according to how the brain works holistically and the whole brain with variations in task activity methods and according to the intelligence of students.

Because the teacher is a determining factor

in the results of the education of students in Islamic boarding schools, then teachers/educators in Islamic boarding schools should meet the requirements and characteristics of the teacher as follows: The teacher must know the character of the student; Teachers must try to improve their expertise, both in the field they teach and in how they teach it.; Teachers must practice their knowledge, do not act against the knowledge they teach (Sri Esti Wuryani, 2005: 57).

The output of these students must also be considered clearly. For the assessment of students as educators, it should not only refer to the cognitive of the students, but also the psychomotor (product/work of learning outcomes), and affective (the attitude/response of the students during learning or daily behavior in the pesantren).

However, the Bayt al-Hikmah Islamic Boarding School in Pasuruan has started its pesantren teachers and its musrifahs have begun to be included in training activities in an effort to increase teacher understanding and competence by participating in training on the application of multiple intelligences learning held by Nex Edu Surabaya.

The Relation of Multiple Intelligences Learning Concepts With Independent Learning Policy National Standard School Examination (USBN)

The implementation of USBN is left to the school to organize it. The form of an exam can be in the form of a written test or other forms of assessment such as portfolios, assignments, written works, and so on. The Ministry of Education and Culture mentions returning USBN to this school as a form of returning the exam itself to its essence. Where school exams should be carried out by teachers and schools. Because it is the teacher at school who knows best how the development of students while at school. As for the form of the exam, teachers can use various forms of assessment, it can be in the form of a written test, it can also be assignments, student portfolios, and collaborative projects. Implementation time does not have to be at the end of the lesson. But it depends on the competency being measured and the assessment instrument used.

Thus, it can be seen in terms of the assessment format, this free learning policy requires a test tool that does not only focus on cognitive abilities but is carried out comprehensively. This is in line with what is offered in the human schoolbook. That the assessment of learning outcomes is not only measured through cognitive alone. In the concept of human schools based on multiple

intelligences in Indonesia, the assessment is carried out with authentic assessments. Authentic assessment is defined as an assessment that pays attention to the balance between assessments in the aspects of attitudes, knowledge, and skills. This assessment has a paradigm: emphasizing the competencies being taught; helping weak students to develop; this competency assessment tends to build a spirit of cooperation; focuses on three domains, namely cognitive, attitude, and psychomotor; and is carried out with tests and non-tests. The assessment carried out is a process-based assessment, where the assessment is carried out during the learning process. In addition, it also adheres to the ipsative concept, namely the development of student learning outcomes not compared with other students, but compared or measured with the individual's own development before and after learning. The forms of assessment that can be carried out include written tests, oral tests, identification, simulations, work-sample projects as well as portfolios.

The explanation above shows that both in terms of assessment have the same paradigm, that learning outcomes are not only measured through cognitive tests but also consider more comprehensive aspects of development/competence.

National Exam Abolition

In this policy, the National Examination (UN) is planned to be abolished starting in 2021. However, the Covid pandemic has accelerated the termination of the implementation of the UN in 2020. The implementation of the UN will be replaced with an assessment of minimum competence in the aspects of literacy and numeracy, as well as a character survey. Some of the reasons why the National Examination is considered better to end include: First, the National Examination so far has mostly items that measure low-level thinking competencies. Meanwhile, the purpose of education is to develop higher-order thinking skills along with other competencies that are relevant to the times. Second, the National Examination makes teachers less motivated to use effective teaching methods to develop students' higher-order thinking skills. So that the UN replacement assessment is designed to provide encouragement for the implementation of more innovative and centered learning on the development of reasoning abilities, not just memorization. Third, the National Examination is also considered not a tool that can play an optimal role in improving the quality of national education.

The concept of the school based on multiple

intelligences in Indonesia is that the National Examination is basically contrary to the content of the applicable curriculum, and the implementation of the educational curriculum is not in line with or in accordance with the final evaluation. Thus we can see that the National Examination is considered not fully able to present student learning outcomes while in the education unit.

Simplification of RPP Format

In the K-13 RPP format, there are many components that must be included in the RPP. One lesson plan can spend up to 20 pages. This is not only considered inefficient but also considered burdensome for teachers because they have to make a lot of lesson plans in addition to teaching tasks that are also good. So that in this learning era, teachers are free to make, choose, and develop lesson plans, as long as they are in accordance with the principles of being efficient, effective, and student-oriented. Efficiency means that RPP writing aims to direct a lot of time and energy. Effective means that RPP writing aims to direct learning in order to achieve learning objectives. And student-oriented means that the teacher considers the readiness, interest, and learning needs of students in making this lesson plan. Thus, the making of lesson plans is completely left to the teacher to be creative and develop their lesson plans. The components that must be included in the lesson plan are 3 core components, namely learning objectives, learning steps, and learning assessments/assessments. As for the school concept based on multiple intelligences, the Learning Implementation Plan (RPP) is known as the Lesson Plan. Munif Chatib strongly emphasizes the importance of this lesson plan being made by the teacher before learning. According to him, the quality of learning carried out by teachers, which begins with making a lesson plan and what does not, will be different because those who make lesson plans are more prepared to teach. For this lesson plan format, some of the lesson plan frameworks he formulated have 3 parts, namely: Header, Content, and Footer. The header contains the identity of the lesson plan such as the subject and the teacher's name and the syllabus contains indicators and learning objectives. Content contains teaching activities including introduction, core activities, and closing, and contains teaching administration which is about media and learning resources. The footer contains assessment instruments and teacher comments.

New Student Admission Policy (PPDB)

In the context of this PPDB, Kemdikbud

made changes in the zoning system. From the previous PPDB, this zoning line has an 80% portion of the PPDB quota to 50%. In addition, other provisions related to the division of zoning are also left to the regions to further study and then determine the most appropriate distribution in their area. This zoning system needs effort to eliminate the gap between favorite and non-favorite schools. This shows that this policy has the same ideals as the admission of new students to schools based on multiple intelligences. Where in the acceptance of new students who are accepted are those who register when the quota for new students has not been met. So that the students who are netted are not collected based on academic ability. This has become the application that educational institutions should emphasize the best process, not the best input.

CONCLUSION

The implementation of multiple intelligences learning at SMP Bayt al-Hikmah Pasuruan is the existence of a common paradigm for all elements in this institution regarding human schools and respecting differences in intelligence. The implementation includes three stages, namely input. Process and output.

The input stage of this school continues to apply tests for admission to new students, for stabilization in boarding and to find out not children with special needs because the cottage/school is not ready to facilitate facilities and infrastructure for children with special needs until the quota is met. Then students who have been accepted will follow the Multiple Intelligences Research (MIR) process. MIR in this school aims to group classes based on the similarity of students' learning styles. knowing the tendency of the dominant learning style/intelligence, and mentoring student learning in the dormitory.

Stages of the curricular, extracurricular, and extracurricular learning process. The multiple intelligences-based learning processes applied at Bayt Al-Hikmah Junior High School Pasuruan use various learning methods including discovery base learning, scientific approach, and so on. This is in an effort to match the child's learning style with the teacher's teaching style.

The output stage is an assessment of the learning process. The assessment used is authentic assessment. Authentic assessment in this school is carried out on all competencies that have been learned by students through learning activities and in this assessment students are as-

essed from three domains, namely cognitive, psychomotor, and effective.

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