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IMPLEMENTATION OF THE CONCEPT OF MULTIPLE INTELLIGENCES LEARNING IN AN ISLAMIC PERSPECTIVE AT BAYT AL-HIKMAH JUNIOR HIGH SCHOOL PASURUAN ISLAMIC BOARDING SCHOOL (SBP)

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Abstract. This study aims to determine the implementation model of the learning concept multiple intelligences in an Islamic perspective at SMP Bayt al-Hikmah Pasuran Islamic Boarding School (SBP). The type of research used is a qualitative approach descriptive. Data collection was carried out through in-depth interviews, participatory observation, and a review of documents. Data that has been collected were analyzed using qualitative data analysis techniques. The conclusions of this study are: (1) The theory of multiple intelligences can be used as a bridge to transfer a concept of knowledge that can be digested easily easier. The proof is that it can increase interest, talent. (2) Student input; by continuing to hold tests to find out the child's basic abilities about Pesantren and knowing that children are not children who have needs especially because this institution has not been able to prepare the facilities. Whereas the amount received is in accordance with the capacity of the class and available rooms, then held Multiple Intelligences Research (MIR). Teacher input; condition. The main thing is to be willing to continue to learn and be committed, a written test is carried out, practice (micro-teaching), and interviews. Learning process; Composing teacher lesson plan based on MIR and SOP results, implementing multiple strategies bits of intelligence based on how the brain works, and evaluate/assess competence students, accompanied by a consultant "Guardian Angel. Student output. Student outputs; student competencies include cognitive, psychomotor, and effective, which are assessed based on authentic assessment with the concept of ipsative-discovery ability. While teacher competence is assessed based on 4 components (student learning outcomes, lesson plan, creativity, and teacher behavior). Every semester students and teachers receive reports. The teacher's report card serves as a determinant of achievement resulting in an increase in salary and rank.

Keywords: multiple intelligence; learning in Islamic.

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, the development of religious and noble character occupies a special place in national education (Bakry, 2010). 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, encouraging, praising, exemplifying, punishing, getting used to and so on (S. Susanto, 2010), it is necessary to have an appropriate educational model, in accordance with the national education goals, namely "*development of potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens*" (Jannah & Fahlevi, 2018).

The implementation of the education and teaching process should also be student-centered (Wright, 2011); (Zohrabi et al., 2012); (Thanh, 2010). This means that in the implementation of education and teaching in schools, related components such as: students, teachers, staff, parents of students, communities and others must function optimally through empowerment activities that are influenced by policies and school organizational performance. As school operators, teachers become directors as well as managers in the continuity of the education process. Teacher quality factors also have an impact on the implementation of a school-based management system (Sutarto et al., 2014); (Pratiwi, 2016). The statement conveyed by Ki Supriyoko, that education without quality teachers has been going on for years (Zainuddin, 2017). Has emphasized that the quality of low quality teachers will be difficult to carry out a management system in schools (Usman, 2014).

Every human being has a nature that is expressed in the form of potential interests, talents and intelligence. The potential for intelligence is actualized in the form of abilities. Potential abilities generated by the brain that is in every human being. Humans who are born as long as they have a brain are sure to be intelligent. The brain in the human head.

In simple terms, educational malpractice is defined as a procedural error and action in carrying out the educational process (Teh & Russo, 2018) in a broad sense, broad meaning can mean as long as teaching by heeding learning styles according to the multiple intelligences of students. This error can occur in the educational process, both at school and at home, so that students and children fail to achieve complete learning outcomes. Errors in the learning process in schools involve schools and teachers as the spearhead of education. While at home, sometimes parents play a role in giving birth to educational disasters for their children. The system at home and in

schools that fall into the category of educational malpractice accelerates the stunting of potential intelligence and accelerates the death of interests and talents.

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 Junior High School Program or commonly called SBP was born out of a great desire to produce intellectual, emotional, and spiritual intelligent students through the integration of the advantages of regular education (in this case junior high school) with Islamic boarding school education (Syafe'i, 2017). Since 2013 Bayt Al-Hikmah Junior High School Pasuruan has implemented and provided assistance with Nex Edu Surabaya for the implementation of multiple Intelligences-based learning.

The pattern of education that occurs today is still a lot that prioritizes 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 support for starting each learning design, strategies and approaches used, as well as the evaluation that is determined. The tendency of interests,

talents, talents and basic skills has not become an integral part. In connection with this intelligence, Gardner through the theory of multiple intelligences develops 9 intelligences, including: Verbal linguistics, logical-mathematical intelligence, visual-spatial intelligence, rhythmic musical intelligence, interpersonal intelligence, interpersonal intelligence, kinesthetic physical intelligence, natural intelligence, spiritual existential intelligence (DeBlasio, 2011).

According to Munif Chatib, multiple Intelligences (MI) based learning is carried out by covering three important activities, namely: 1) Input stage, usually done with MIR (Multiple Intelligences Research) activities: 2) Process stage, Munif divides it into 4 stages, namely (Brain, Strategy). teaching, product, and benefits): and 3) Output, at this stage an authentic assessment is carried out that captures three domains of ability, namely cognitive, affective and psychomotor abilities.

MIR (Multiple Intelligences Research) is the first technique at the input stage in multiple intelligences-based learning. MIR is a research instrument that can provide a description of a person's intelligence tendencies. From the analysis of the intelligence tendencies, it can be concluded that the best learning style for a person. The second stage is marked by the process of processing students with various learning styles in the information transfer process or learning process that aims to complete learning outcomes indicators. The brain stage is a very important initial stage, meaning that teachers must understand how the brain works, namely

revealing, storing, and processing information in the thinking process. In the teaching strategy, the teacher must make a lesson plan or what is commonly called RPP (Learning implementation plan). Learning strategies based on multiple intelligences are very numerous along with the creativity of teachers, the database of multiple intelligences strategies also continues to grow (Makrufi, 2017). Learning outcomes are learning outcomes that give birth to new works related to learning materials. As for the product of learning outcomes, namely a) Objects/intellectual works that can be displayed; b) Appearance; and c) Education projects. The power of benefit when the products that are successfully made by students are based on several benefits principles, including:

1. The product is useful by showing it to many people.
2. The product is useful for some people.
3. The product is useful for many people, there are even duplication consequences.

The output stage is the last stage of the three stages of multiple intelligences learning. The output stage is the assessment process of the learning process. In this multiple intelligences-based learning, the assessors use authentic assessments. Authentic assessment is an assessment of the complete figure of a student which is not measured only in terms of cognitive but also in terms of affective and psychomotor students. Authentic assessment is an activity to assess students that emphasizes what should be assessed, both processes and results with various assessment instruments, so that teachers can know the competence of students comprehensively, not only in the cognitive domain but also in the affective and psychomotor domains (Fadilah Nur Sugiyanto, Saiful Ridlo, 2015).

If the teacher succeeds in entering the student's world through adjusting the student's learning style, students will be willing to give their teaching rights to the teacher. According to De Potter, the authority to teach and the right to teach are different. Maybe every teacher who has a teaching license has the authority to teach. However, the right to teach is something that can be achieved by a teacher with hard work and that right is in the wishes of the students (H. Susanto, 2016).

Multiple intelligences is a theory of intelligence raised by Howard Gardner, a developmental psychology expert and professor at Harvard University from Project Zero (a research group) in 1983. The interesting thing about this intelligence theory is that there are attempts to redefine intelligence. Before the theory of multiple intelligences emerged, the theory of intelligence was more likely to be interpreted narrowly. A person's intelligence is determined more by his ability to complete a series of IQ tests, then the test is converted into a standard number of intelligence. Gardner succeeded in breaking the dominance of theory and IQ tests, which since 1905 have been widely used by psychologists around the world.

The thing that distinguishes the concept of multiple intelligences known so far from the concept of multiple intelligences from the perspective of the Qur'an/Hadith is that there are no spiritual values that appear in each intelligence. Spiritual values always appear in every

intelligence. Spiritual values always appear in every intelligence. Spiritual values always appear in every multiple intelligences contained in the Qur'an/Hadith. These values are like every intelligence possessed by humans is a gift from Allah swt that should be developed, every intelligence possessed by humans should be used as a means to benefit other Allah's creatures, the intelligence given by Allah is a way for servants to be more grateful for all the blessings that exist.

METHODS

The emergence of qualitative methods is triggered by the understanding that the symptoms of life consist of two different elements. In everyday life it is known as physical and spiritual forms, physical and non-physical, concrete and abstract, gross and subtle, real and unreal (Nyoman Kutha Ratna, 2016: 89-90). These two symptoms always and continuously affect human life. Even humans themselves are formed on the basis of these two phenomena. Further understanding shows that spiritual phenomena are the dominant ones which seem to have no boundaries. It is the consequences in contemporary qualitative theory that require greater attention.

This type of qualitative research with a case study approach was conducted to determine the implementation of the concept of multiple intelligences learning at SMP Bayt Al-Hikmah Pasuruan. The place of research was carried out at Bait-al-Hikmah Middle School Pasuruan. The choice of the object of research for the school is because it has applied the theory

of Multiple Intelligences to the learning management system and the teacher's teaching method uses the multiple intelligences approach or multiple intelligences approach.

The Data Analysis Method is data that has been collected and then analyzed, processed, organized, processed, and sorted, with the hope that the data will be more meaningful. To achieve all that, it takes sincerity, patience, perseverance, enthusiasm, thoroughness and accuracy. In order for the preparation of the data to be interpreted, the researchers used creativity to produce data that was easy to read.

RESULTS AND DISCUSSION

Analysis of Multiple Intelligences Applications in Hidden Curriculum

The application of the theory of multiple intelligences in the learning management system begins with the formation of a paradigm that every child is a unique individual with diverse talents, abilities, and intelligences. The implication is that every child has a variety of styles in learning and in absorbing information. The variety of styles in learning and in absorbing this information, in the learning process causes variations in the perspective and evaluation. From this paradigm, several rationales for using the theory of multiple intelligences emerged in the learning process, which are as follows:

1. Multiple Intelligences with regard to the ability of students to do something in various contexts. The implication of this is that the teaching strategy carried out by the teacher should use multiple

methods. In other words, students are invited to experience various learning experiences.

2. Learning outcomes (learning autism) achieved by students contain an explanation of the things that students do after going through the learning process, in the form of the reliability of students' abilities to do something through measurable performance.

3. The preparation of learning outcomes competencies is based on plural intelligence which is determined proportionally, not only cognitive or spiritual aspects.

4. In the context of learning, if the teacher's teaching style is the same as the student's learning style, the lesson becomes easy.

5. The theory of multiple intelligences provides an opportunity for teachers to develop innovative learning strategies, which are relatively new in the world of education to stimulate the multiple intelligences of each student by optimizing the eight intelligences possessed by each student by emphasizing the activeness of students in the process. learning.

Based on these several paradigms, it will be analyzed as well as the application of the theory of multiple intelligences at Bayt Al-Hikmah Junior High School Pasuruaan. The following description is the application of the theory of multiple intelligences to increase the multiple intelligences of each child contained in the supporting curriculum (hidden curriculum).

1. Morning habituation activities;
2. Integrated habituation activities.

Multiple intelligences teaching strategy at Bayt Al-Hikmah Junior High School Pasuruan

The application of the concept of intelligence (multiple intelligences) at SMP Bayt Al-Hikmah Pasuruan becomes a functional concept that can be seen working in the lives of students and teachers in various ways. Bayt Al-Hikmah Junior High School Pasuruan has applied the theory of multiple intelligences, in the process of teacher education and teaching. There are at least nine types of basic intelligence contained in the theory of multiple intelligences possessed by humans, by grouping human abilities into nine comprehensive categories that have been applied at Bayt Al-Hikmah Junior High School Pasuruan.

In the learning process, these nine intelligences can be used as entry points to start the process of teaching and learning activities. Here are some teaching strategies based on the theory of multiple intelligences suggested by some of these theorists. Researchers conducted an analysis of the implementation of this strategy at Bayt Al-Hikmah Middle School Pasuruan. The data was taken based on direct observation and learning videos when the consultant made observations to the class when you were teaching, as well as in natural situations which the writer then made a recording in the form of a video.

1. Linguistic Intelligence
    The ability to use words effectively, both orally and in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of

language, and the pragmatic dimension or practical use in language. Some of its uses include rhetoric (using language to convince others through certain actions), memonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about language itself). Indicators of teaching strategies at SMP Bayt Al-Hikmah Pasuruan, carried out in two contexts, including:

a. Main Program Context

The main program context is in the form of teaching and learning for students based on the results of the multiple intelligences research (MIR) of students when they start to become new students at Bayt Al-Hikmah Junior High School Pasuruan. Indicators of teacher teaching strategies specifically for students' linguistic intelligence, are: Lecture teaching strategy, discussion teaching strategy, question and answer teaching strategy, interview teaching strategy, presentation teaching strategy, oral reporting teaching strategy, reporter teaching strategy, storytelling teaching strategy, fairy tale teaching strategy, strategies for teaching debate, strategies for teaching reading aloud, strategies for teaching poetry, strategies for teaching guesswork, strategies for teaching meaningful characters, strategies for teaching rhymes, strategies for teaching imaginative writing, strategies for teaching writing information, strategies for teaching writing short stories, strategies for teaching writing

novels, teaching strategies writing stories from comics, strategies for teaching writing reports, strategies for teaching personal writing, strategies for teaching vocabulary, strategies for teaching crossword puzzles, strategies for teaching writing scenarios.

b. Supporting Program Context

Among them are the activities of the teacher welcoming students from the lodge/dormitory in the morning while asking how they are today, making stories before the process to develop language intelligence, where students are invited to enjoy and love language, where students can enjoy sounds and words, appreciate and interpret power with full responsibility. Through effective questioning, if students are asked to understand and not just remember the information they find in textbooks, newspaper reference materials and so on, then they must actively use the information. Asking a question uses unspoken words and expressions that are not easily found in the text or manuscript. So that it encourages students to think and think not only to copy answers. This skill is very appropriate when used by teachers for linguistic intelligence.

Observing (supervising) actively, often students do not think and learn actively when watching videos. Some teachers ask students questions to be answered when they watch the video. Usually the questions are presented in an order in which the answers will appear in the video, thus pointing to the answer. Such questions are easy to

answer and rarely require active involvement.

The teacher uses a result map, this method can be used before or after students learn a topic. It can be used to find out how thoroughly students think about an issue or event, or it can be used to find out whether they have been able to apply the information they have learned in analyzing new situations. Students are asked to consider all possible outcomes or consequences of an action or change and then the results and consequences after that. And they are also encouraged to think about positive and negative consequences. This method can also be used by teachers to train children in developing linguistic intelligence.

2. Mathematical Logical Intelligence.

The ability to use numbers effectively (for example, as a mathematician, accountant, tax expert, statistician) and for good reason (for example, as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The types of processes used in the service of mathematical logical intelligence include categorization, classification, generalization, calculation, and hypothesis testing. Strategic indicators for teaching mathematical logic at Bayt Al-Hikmah Junior High School Pasuruan, are as follows.

a. Main Program Context

The results of the multiple intelligences research (MIR) of students become the basis for teachers to design their teaching strategies. Indicators of teaching strategies for special teachers of logical-mathematical intelligence at Bayt Al-Hikmah Middle School Pasuruan are as follows: observation teaching strategies, discovering teaching strategies, problem-solving teaching strategies, identification teaching strategies, classification teaching strategies, separation teaching strategies, quantification, comparative teaching strategies, text procedures, teaching strategies for data collection guessing numbers, teaching strategies for data collection guessing symbols, teaching strategies for Sudoku, teaching strategies for practice questions, teaching strategies for action research, teaching strategies for experiments, teaching strategies for case studies.

b. Supporting Program Context

Among them are teacher activities at Bayt Al-Hikmah Junior High School Pasuruan welcoming students into class in the morning while asking what time the students were praying tahajjut, Arabic and English applications, breakfast, bathing, dhuha prayer, and recitation of the Qur'an. was read or memorized. Students are faced with concrete problems by giving problems. Students are guided for continuous group work (group

dynamic) in working on a particular project. This method can be applied to develop mathematical logic intelligence and interpersonal intelligence. Comparing and synthesizing information, understanding the information gathered from resources can be improved if students work in groups and each group member is given a different source of data to use in the group and each group member is asked the same questions. Thus, students must compare and discuss the answers they have written, so that as a result, they will be able to give a satisfactory answer. This is an effective strategy for expert groups to use when a jigsaw approach to a research project is used. This method can also be developed to train children in terms of linguistic intelligence and logical-mathematical intelligence.

The teacher can also invite students to calculate the advantages and disadvantages, a less complex analytical task can involve students to examine the information they find about controversial decisions, attitudes, or actions (to be disputed). Students work as a whole class or in groups to classify the information they collect whether it is profit or loss for themselves, their families, their environment, or society in general. After the classification of advantages and disadvantages has been completed, students can be asked to decide. This is one way for teachers to develop mathematical logical intelligence.

3. Spatial-Visual Intelligence

The ability to perceive the visual-spatial world accurately (for example, as a hunter, scout, or guide) and make changes to that perception (for example, as an interior decorator, architect, artist or inventor). This intelligence involves sensitivity to color, line, shape, space, and the relationships that exist between visual-spatial elements. This includes the ability to appropriately visualize oneself in a spatial matrix.

a. Main Program Context

The results of multiple intelligences research (MIR) of students who are spatial-visual dominant are projected by the teacher in designing their teaching strategies. Indicators of teaching strategies for special teachers of spatial-visual intelligence at Bayt Al-Hikmah Junior High School Pasuruan are as follows: mind map teaching strategies, handwriting and sand teaching strategies, air writing strategies, picture sequence teaching strategies, picture guessing teaching strategies, strategies for teaching imaginative drawing, strategies for teaching letters in color, strategies for teaching guessing facial sketches, strategies for teaching drawing meaning of symbols, strategies for teaching reading maps, teaching strategies for teaching movie

learning, strategies for teaching guessing maps, strategies for teaching reading pictures, strategies for teaching guessing numbers in color, flashcard teaching strategy, domino card teaching strategy

b. Supporting Program Context

Among them in the extracurricular activities of students, teachers at Bayt Al-Hikmah Junior High School Pasuruan asked students' interest in tracking activities in scouts or asked students to show the direction of the compass and the direction of Qibla. The teacher invites the students to go on a picnic, the students design relaxing activities outside of school, they don't have to go too far and expensive places. To explore social values, spirituality, beauty, and so on. This is a great way to develop spatial intelligence and musical intelligence. Camping study, students are invited to do camp in the context of learning. This activity also does not have to be far away, it can be in the schoolyard or cottage field. As above, this can be applied by teachers to build spatial intelligence, as well as intrapersonal.

4. Bodily-Kinesthetic Intelligence

Skills in using the whole body to express ideas and feelings (e.g. as a mimetic actor, athlete, or dancer) and agility in using one's hands for a sculptor, mechanic, or surgeon). This intelligence includes certain physical skills, such as coordination, balance, dexterity, flexibility dexterity, speed, and proprioceptive and tactile capacities.

a. Main Program Context

The results of multiple intelligences research (MIR) of students with a dominant kinesthetic dominance are projected by the teacher in designing their teaching strategies. Indicators of teaching strategies for teachers specifically for kinesthetic intelligence at Bayt Al-Hikamah Junior High School Pasuruan are as follows: stick answer teaching strategies, fishing game teaching strategies, true false jump teaching strategies, basketball math teaching strategies, creative movement teaching strategies, snake teaching strategies ladder, simulation teaching strategy, demonstration teaching strategy, role-playing teaching strategy, right and wrong running right and wrong teaching strategy, stepping on numbers teaching strategy, symmetrical indentation teaching strategy.

b. Supporting Program Context

Among them in the extracurricular activities of students, teachers at Bayt Al-Hikmah Junior High School asked students to explain certain movements, both movements in dancing or sports.

5. Musical Intelligence

The ability to feel (e.g. as a music lover), differentiate (e.g., as a music critic), compose (e.g. as a composer), and express (e.g. as a performer or musician). This intelligence includes sensitivity to rhythm, tone or melody, and/or tone color in a piece of music.

a. Main Program Context

The results of the multiple intelligences research (MIR) of students who are dominant in music are projected by the teacher in designing their teaching strategies. Indicators of teacher teaching strategies, especially music intelligence at Bayt Al-Hikmah Junior High School are as follows: parody teaching strategies, concert teaching strategies, sound guessing games teaching strategies, singing teaching strategies.

b. Supporting Program Context

Among them, the teacher's activity in welcoming students into the classroom is played by the sound of muratal strains, Islamic prayers or songs, and national songs that are played every morning.

6. Interpersonal Intelligence

The ability to understand and make differences in the moods, intentions, motivations, and feelings of others. This can include sensitivity to facial expressions, voice, and gestures. The ability to distinguish different types of interpersonal cues, and the ability to respond effectively to these cues in some pragmatic way (for example, to influence a group of people to follow a certain path of action).

a. Main Program Context.

The results of the multiple intelligences research (MIR) of students who are dominantly interpersonally intelligent are projected by teachers in designing their teaching strategies. Indicators of teacher teaching strategies, specifically interpersonal intelligence at Bayt Al-Hikmah Junior High School are as follows: group work teaching strategies, question card teaching strategies, sociodrama teaching strategies, give and take teaching strategies, jigsaw teaching strategies, chain intelligence teaching strategies, strategies for teaching letters to friends.

b. Supporting Program Context

Among them are the activities of the teacher welcoming students into the classroom, students being greeted with friendliness and familiarity and greeted when entering the school door, and the school terrace every morning. Students are invited to think together, discuss together, and solve problems together. This method can hone interpersonal intelligence. Individual and group work, the learning process is essentially the provision of services to each individual student so that they develop optimally according to their potential. Individual service does not mean teaching children one by one in turn, but by providing maximum opportunities for each individual to gain as much learning experience as possible. This can be done by activating students both individually and in groups. One of the most common ways to encourage teamwork is to ask students to work in teams or groups

to find answers to questions, so as to solve a problem, by conducting an experiment or researching a project topic. However, teachers must be careful that expectations for cooperation, tolerance, team spirit, and understanding of the nature of work should be realistic given the skills and experience of students. The methods as above can be developed by teachers to build the intelligence of students in the interpersonal field, as well as kinesthetic intelligence.

Through role-playing activities/round table conferences, the teacher facilitates students to discuss as a group interest. It is intended to help students recognize that there is usually a range of points of view on an issue and a range of ways of interpreting information about that issue. These views are usually determined by the experience, hopes, ideals, educational values, lifestyle, and role in society of the person expressing those views. The teacher acts as a facilitator (provider of convenience), ensuring that all students are allowed to express views according to the role they have received. That each discussion takes place in an orderly manner and encourages the participation of students and, if necessary, asks questions. At the end of a roundtable conference, students should be encouraged to consider all points of view and arrive at a personal decision on the issue. This

method can be developed to stimulate children to develop their interpersonal intelligence well.

7. Intrapersonal Intelligence

The ability to make accurate perceptions of oneself and to use such knowledge in planning and directing one's life. Self-knowledge and the ability to act adaptively based on that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations), awareness of one's moods and thoughts, intentions, motivations, temperaments, and desires. and the ability to self-discipline, self-understanding, and self-esteem. Children learn through feelings, values, and attitudes.

a. Main Program Context

The results of multiple intelligences research (MIR) of students who are dominantly intelligent are projected by teachers in designing their teaching strategies. Indicators of teacher teaching strategies, especially intelligence, especially intrapersonal at Bayt Al-Hikmah Junior High School, are as follows: strategies for teaching games who am I, teaching strategies for question students have, teaching strategies for the character, teaching strategies for value contracts, teaching strategies for identity manipulation.

b. Supporting Program Context

As long as students are in the Bayt Al-Hikmah Junior High School environment, students are given the

freedom to play either individually or in groups. In teaching activities, the teacher facilitates the way students learn personally. Teachers can also invite students to do reflective thinking/critical thinking, individually or in groups faced with an article, event, case, picture, photo, and so on. Students are invited to make notes of reflection or responses to these materials. The materials can be chosen by the students themselves. Students in one class are invited to build a community or mini-community (community building) with the rules, duties, rights, and obligations which they democratically manage themselves. Students are given concrete tasks and asked to make an honest accountability report (responsibility building). This method can develop kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

8. Natural Intelligence

This type of intelligence is closely related to the environment, flora, fauna, which not only enjoy nature to enjoy its beauty but, at the same time has a concern for the preservation of nature. It also includes sensitivity to other natural phenomena (eg cloud formations, mountains, hills, valleys, and rivers), and cases growing in the environment.

a. Main Program Context

The results of the multiple intelligences research (MIR) of students who are naturally intelligent are projected by the teacher in designing their teaching strategies. The indicators of teaching strategies for special teachers of natural intelligence at Bayt Al-Hikmah Junior High School are as follows: teaching strategies for guessing animal sounds, teaching strategies for plant identification, strategies for teaching leaf mathematics, teaching strategies for field trips.

b. Supporting Program Context

Students are given the opportunity to maintain plants, water the plants in the Pondok by picketing, give them the habit of throwing garbage in its place, and together make biopori in the Pondok and Junior High School environment of Bayt Al-Hikmah Pasuruan.

9. Existentialist

Human readiness to face death, with the characteristics of awareness of God, with the following characteristics: tend to question everything about human existence, the meaning of life, why humans experience death and the reality they face, and why humans live in this world. Children learn by seeing things by looking at the big picture in the form of the best behavior or the morals of those closest to them and the surrounding environment. From toddlers to adults, children record, enrich their knowledge and life skills. Children are just like watching television. Thus the child behaves well,

it is very possible if the child comes from a good family and environment. Rude child. The environment becomes a catalyst for children to behave well and inhibits children with violent behavior. A positive environment accelerates children to find the nodes of their existence to the meaning of life. Divine consciousness is the principle of seeking one's existence in life.

a. Main Program Context

The results of multiple intelligences research (MIR) of students who are dominantly existentially intelligent are projected by the teacher in designing their teaching strategies. Indicators of teacher teaching strategies, especially existential intelligence at Bayt Al-Hikmah Junior High School, are as follows: teaching strategies for tadabbur nature, teaching strategies for muhasabah.

b. Supporting Program Context

Students receive regular tausiah, study the Koran, participants memorize verses of the Koran, children are educated in the study of the yellow book, students have fostered morals so that prayer in congregation and their auras become habituation and are carried out with full awareness and students are trained to practice riyadhoh istiqomah aurot-aurot that has been certified by the caregiver.

The context of the application of multiple intelligences in Bayt Al-Hikmah Junior High School Pasuruan, especially in learning is modified and developed according to the principles of the theory of multiple intelligences. A wide range of powers is to be developed, which means there are many ways to apply the theory of multiple intelligences. From a variety of settings. apply the theory of origin by touching the principle of multiple intelligences. The system of implementing the multiple intelligences teaching process at Bayt Al-Hikmah Junior High School Pasuruan, so that parents and the Bayt Al-Hikmah Islamic Boarding School begin to focus their attention on the innate abilities of each student.

However, before the author analyzes the application of the theory of multiple intelligences in the teacher's teaching strategy, the author firstly determines the extent of the teacher's understanding of these multiple intelligence-based teaching strategies.

The implications of the application of the theory of multiple intelligences

The implications of the application of the theory of multiple intelligences in education and teaching for Bayt Al-Hikmah Junior High School teachers, Pasuruan, demand a complete understanding from every teacher of this paradigm as well as 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 the ability of students 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 biochemically. 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 modalities. In the context of learning, the teacher who teaches if it is the same as the learning style of 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 each 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 bits of intelligence synergize in a unique unit according to need. So that students are able to solve learning problems in an amazing way.

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

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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 that 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 thinking 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, 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 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 finding 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 intelligence) teachers can emerge by simply introducing music into lessons, or by targeting naturalist intelligence (naturalist 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, central and has a strong influence on the process of implementing multiple intelligence-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.

CONCLUSIONS

Based on the descriptions and explanations in the previous chapters, it can be concluded as follows:

1. Allah implies that human abilities are related to the realm of language intelligence, logical-mathematical intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, kinesthetic intelligence, natural intelligence, and extensional intelligence.

2. Implementation of the Multiple Intelligences Concept at Bayt Al-Hikmah Junior High School Pasuruan has been going very well, in this case, it can be seen:

   a. Implementation of learning from three important stages, namely input, process, and output.

      1) *Input*

         At the input stage, the school continues to apply the entrance selection test in the admission of new students, intended to determine basic abilities and mapping in Early Childhood Education or boarding schools as well as to find out that the child is not a child with special needs, because the boarding

school/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 is carried out at least once a year to be precise at the PPDB (New Student Admission). MIR in this school aims to determine the class and determine the tendency of students' learning styles when in class later.

2) Procces

   This stage is a 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-based learning, scientific approach, and so on. In his learning, he found a lot of compatibility between the teacher's teaching style and the student's learning style. Almost all of the learning is focused on the condition of students' activities. The teachers at Bayt Al-Hikmah Junior High School Pasuruan are also experienced in using the Multiple Intelligences learning strategies in the learning process. This is indicated by the frequency with which the school

carries out teacher training. This training is carried out by an Education consultant. And mentoring is carried out for the next two years, the Foundation always sends its teachers to attend training and lectures. These training and lectures are to give teachers an understanding of how an ideal learning process is.

3) Output

This stage is the last stage of the 3 important stages of applying the concept of multiple intelligences in schools. This stage is an assessment of the learning process. The assessment used is an 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 assessed from three domains, namely cognitive, psychomotor, and effective.

b. The evaluation of the implementation of the Multiple Intelligences Concept at Bayt Al-Hikmah Middle School as a whole lies in the effectiveness of the teacher's performance in teaching using the multiple intelligences concept, so this evaluation looks at

the extent to which a teacher is successful in applying a method or teaching style according to the students' multiple intelligences. Technically, the evaluation implementation at Bayt Al-Hikmah Junior High School Pasuruan is divided into three stages, namely:

1) Lesson plan consultation (learning plan)

Before teaching teachers, teachers are required to make preparations in the form of a lesson plan. The lesson plan must go through the consultation phase with the consultant. This aims to determine the quality of the lesson plan that will be used as a reference for teachers in the classroom.

2) Class observation

This class observation is carried out by consultants and school principals to find out firsthand how to teach teachers. And see the synchronization between the lessen plans made with the reality on the ground.

3) Feedback

Feedback is the final evaluation from the consultant to explain the results of the observations made in the learning process. It aims to find a suitable teaching and learning style.

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