The Multiple Intelligences Dimension In Indonesia's Religious Education

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ABSTRACT: *The implementation of the 2013 curriculum as a reference in the education process in Indonesia also impacts on the learning model of religious education. The current education curriculum accommodates students' multiple intelligences. This paper aims to uncover the dimensions and implementation of Islamic Religious Education (PAI) curriculum based on multiple intelligences at the Elementary School level. This study uses a qualitative approach to the type of library research. The results showed that the dimensions of multiple intelligences in the 2013 PAI curriculum at Elementary School level can be seen through the classification of nine intelligences (according to Howard Gardner) in each section of core competence. Spiritual competence contains existential intelligence. Social competence is related to interpersonal and intrapersonal intelligence. In the aspect of knowledge includes logical-mathematical intelligence, linguistic intelligence, musical intelligence. On the other hand, competency skills contain visual-spatial intelligence, kinesthetic intelligence, and naturalist intelligence. Implementation of the concept of multiple intelligences in PAI 2013 curriculum learning can be done by recognizing students' multiple intelligences; preparing a draft of learning; develop learning models, and determine the multiple intelligence-based assessment models in the 2013 PAI curriculum at Elementary School level.*

Implementasi kurikulum 2013 sebagai acuan dalam proses pendidikan di Indonesia berdampak pula pada model pembelajaran pendidikan agama. Kurikulum pendidikan saat ini lebih mengakomodir kecerdasan majemuk peserta didik. Tulisan ini bertujuan untuk mengungkap dimensi dan implementasi kurikulum Pendidikan Agama Islam (PAI) berbasis kecerdasan majemuk pada tingkat Sekolah Dasar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi pustaka (library research). Hasil penelitian menunjukkan bahwa dimensi kecerdasan majemuk dalam kurikulum PAI 2013 tingkat Sekolah Dasar dapat dilihat melalui klasifikasi sembilan kecerdasan (menurut Howard Gardner) dalam setiap bagian kompetensi inti. Kompetensi spiritual mengandung kecerdasan eksistensial. Adapun kompetensi sosial berkaitan dengan kecerdasan interpersonal dan intrapersonal. Pada aspek pengetahuan meliputi kecerdasan logis-matematis, kecerdasan linguistik, kecerdasan musikal. Di sisi lain, kompetensi keterampilan mengandung kecerdasan visual-spasial, kecerdasan kinestetik, dan kecerdasan naturalis. Implementasi konsep kecerdasan majemuk dalam pembelajaran PAI kurikulum 2013 dapat dilakukan dengan cara mengenali kecerdasan

majemuk peserta didik; merpersiapkan draf pembelajaran; menyusun model pembelajaran; serta menentukan model penilaian berbasis kecerdasan majemuk pada kurikulum PAI 2013 tingkat Sekolah Dasar.

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I. INTRODUCTION

The curriculum becomes very vital in the world of education. The whole process of organizing training from planning, implementation to evaluation will correlate to the curriculum designed. Explained that today education needs to implement a competency-based and character-based curriculum that can equip students according to the guidance of changing times and technological advancements (Mulyasa, 2017). It is crucial to answering the challenges of the current globalization, also in order to frame human character in harmony with the times.

The 2013 curriculum is the result of the efforts of the government in responding to the challenges and changes of the times and as an effort to create quality education. More clearly, states that the policy of curriculum change is an endeavor and manifestation of the basic principle of curriculum, namely change and continuity (Imam Machali, 2014). There are fundamental changes in the 2013 curriculum that includes four aspects. Among them is an integrated thematic learning model where various competencies from each subject are integrated into various themes. This integration contains elements of attitude, knowledge and skills. Second, the scientific approach (scientific approach). Learning with a scientific approach is learning that is organized so that students are actively able to compile concepts, laws, or principles well through the stages of observing, formulating problems, formulating hypotheses, collecting data with various techniques, trying to analyze data, draw conclusions and communicate them with well. Third, active learning strategies. Active learning strategies are designed so that students can become independent learners throughout life, so they can foster a spirit of independence, cooperation, solidarity, creativity, leadership, empathy and life skills for the realization of human beings who have character and enhance the nation's civilization and dignity. Fourth, authentic assessment means that assessment is carried out comprehensively, continuously, looking carefully from the input (input), the process to output (output) of the whole learning process. From this, it can be understood that the 2013 curriculum seeks to create a balanced student life through spiritual and social attitudes, curiosity, creativity, collaboration with intellectual and psychomotor abilities (Machali, 2014).

These changes automatically have an impact on the Islamic Religious Education Curriculum (hereinafter abbreviated as PAI), which should follow the 2013 curriculum guidelines. PAI aims to form a firm and steadfast person in practicing Islamic teachings in daily life. PAI must be studied by students starting from elementary school level to university level (Salim, 2014). PAI 2013 curriculum has such great attention to the development of student characters such as morality and mercy. It is intended to welcome education towards the golden year of 2045 Indonesia to come. In this case, Islamic Education has a significant role in shaping the character of students.

PAI itself is built from the Islamic paradigm that upholds every potential that exists in students both talent, interest, and intelligence. Allah SWT said:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

We have certainly created man in the best of stature. (QS. at-Tin: 4) (Kemenag, 2013).

Intelligence is one of the various potentials that God bestows on humans. So PAI teachers need to recognize children's intelligence as early as possible, especially at the elementary school level. According to Noor According to Ali at elementary school age, all children's potential can be developed optimally so that basic behaviors and abilities are formed in accordance with the stage of child development (Ali, 2015).

In the context of PAI learning, each learning activity involves multi-intelligence at once. The practice of prayer for example, this activity involves kinesthetic intelligence in the form of body motor movements, existential intelligence in the form of the meaning of prayer worship. The 2013 PAI curriculum provides ample space for the development of students' intelligence.

The development of the 2013 curriculum above is very relevant to the concept of multiple intelligences. Because in the theory of multiple intelligences strongly emphasizes the diversity of human intelligence. The argument that was coined by Howard Gardner, Co-Director of Project and Professor of education in Havard City, opened wide the definition of intelligence. According to him, there are nine intelligence: linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, intrapersonal intelligence, interpersonal intelligence, musical intelligence, kinesthetic intelligence natural intelligence and existential intelligence (& Dickinson, 2006).

But in reality, the idea of multiple intelligences is not so apparent in the implementation of the educational process in schools. PAI learning still hits average intelligence with formal tests that only measure intelligence (hereinafter abbreviated as IQ) (Chotib, 2016). Explains that a person's intelligence is impossible only limited by the partial side of the indicators that exist in the formal test (achievement test) because intelligence is dynamic, not static. Also, according to Asnah, PAI learning is still dominated by logical-mathematical and linguistic intelligence. The learning method also seems unattractive, dull and less meaningful for some types of students' multiple intelligences (Asnah, 2017).

Besides, there are still many teachers who experience obstacles in the implementation of the 2013 curriculum. Research results show that the challenges experienced by teachers in implementing the 2013 curriculum come from the government, institutions, teachers themselves and parents of students (Krissandi & Rusmawan, 2015). Constraints originate from the government such as book distribution, assessment, teacher administration, time allocation, socialization, and implementation of thematic learning. The limitations of the institution are infrastructure and rotation of teachers both vertically and horizontally. The making of instructional media, teacher understanding, integration between subject matters in thematic learning are obstacles that come from the teacher himself. The barriers of the students' parents include report cards and adaptations to thematic learning (Ikhwan, 2018).

Conditions like this will only produce a generation that is less initiative, less creative and innovative, afraid of being wrong, too waiting for instructions, and confused in

making decisions. Besides, the lack of variation in learning methods will also cause students difficulty in maximizing their intelligence. It will also have an impact on learning outcomes that are not optimal because their multiple intelligences are blocked by learning methods that emphasize logical-mathematical intelligence or IQ alone.

This paper emphasizes the dimensions of multiple intelligences in the 2013 PAI curriculum at the Elementary School level and their implementation in the learning process. Bearing in mind, the 2013 PAI curriculum at the elementary school level truly upholds the diversity of intelligence of students. Successful implementation of the curriculum which related to the basic idea will form students who can maximize their potential.

II. LITERATURE REVIEW

Multiple Intelligences

For a long time, Gardner tried hard in conducting research on the development of human cognitive abilities. He broke through the old paradigm of the concept of intelligence which is fixated on the two basic thoughts of intelligence that can be measured and recognized by humans with unitary nature (Campbell, Cambell, 2016).

Gardner explains that intelligence is " An intel ligence is an ability to solve a problem or to fashion a product which is valued in one or more cultural set " the ability to solve problems or create valuable products in one or several cultural and community environments. In more detail, Gardner as quoted by Campbell explains that there are at least three important points for understanding what intelligence is (Gardner, 1987):

1. The ability to solve various problems that arise in human life.
2. The ability to produce new problems to be solved.
3. The ability to create a product that gives rise to appreciation in certain cultural settings.

The theory of multiple intelligences was developed based on his view that the previous period of intelligence was only seen in terms of logic. Even though intelligence is plural in nature. This concept is an assessment that sees that intelligence is closely related to efforts to solve problems and produce products. This can also be observed through the habits of a person (Gardner 2004).

Gardner's theory provides a broader image for humans about intelligence. Every individual intelligence has its own sequence and level of development, growing and developing in every moment of life. Gardner also believes that every intelligence has the potential to be used in both good and bad ends, so that all intelligence is free from the value stamp. Goebbels and Gandhi have strong interpersonal intelligence but are used in very different things. How a person is able to empower his intelligence in society is an essential moral question (Campbell et al, 2006).

Gardner explained that intelligence is not single but multidimensional. In the early days of his research, Gardner revealed that there are seven multiple intelligences namely Logical-Mathematical Intelligence, Linguistic Intelligence, Visual-Spatial Intelligence, Intrapersonal Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence (Interpersonal intelligence), Musical Intelligence (Musical intelligence), Kinesthetic Intelligence (kinesthetic intelligence) and Existential Intelligence

(Existential intelligence). He continued to develop this theory until Naturalist intelligence and Existential Intelligence emerged.

Figure 1: Types of Multiple Intelligences

Linguistic intelligence is a type of ability that is shown in the most complete form, translated as seen from poems (Gardner, 2004). Linguistic intelligence is the ability to think in detail related to words and language to express something and communicate complicated meanings. This intelligence can be seen in a singer, poet, news anchor and speaker. As some characteristics of people who have linguistic intelligence as follows (Campbell, Cambell & Dickinson, 2006). Listen and respond well to every sound or sound, rhythm, and various word responses; imitate sound, language, reading and writing; learning styles are carried out by reading, writing, listening and discussing; listening and reading effectively, remembering, summarizing, completing, explaining and remembering what is said is also read; speak fluently in a simple, exciting way that is persuasive and easily matches the target's speech; demonstrates the ability to use other languages; this intelligence is seen in poets, poems, journalists, debates, writers and so on.

Logicists, mathematicians, and experts clearly have this intelligence. This intelligence is considered important in society, but Gardner is not rated as such (Gardner, 1987). Mathematics is the ability to measure, calculate, complete operations, mathematically, and consider propositions and hypotheses, and complete mathematical operations (Campbell, Cambell and Dickinson, 2006).

Spatial-visual intelligence is the ability to form world representations. Painters, sculptors, architects, engineers, geometers, surgeons, sailors in the South Sea showed a lot of spatial intelligence (Gardner, 1987). This intelligence allows one to feel the external and internal shadows of an object, to redraw an object, change and modify shadows, as well as produce or describe graphical information.

This intelligence is clearly seen in someone who has a high sensitivity in patterns of tone, rhythm, and melody. Someone with this intelligence is seen in musicians, composers and musical instrument makers as well as sensitive listeners (Campbell, Cambell and Dickinson, 2006).

This intelligence is demonstrated by one's ability to move objects and other kinesthetic skills subtly. This intelligence is clearly seen in athletes, dancers, surgeons and artists who have technical skills (Ikhwan, 2013).

Gardner explained that intrapersonal intelligence is an ability that leads into one's personal self. This ability is the ability to form an accurate, trustworthy model of oneself and is able to use that model to operate effectively in life (Gardner, 2004). The essence of this intelligence boils down to the ability to understand oneself (individual self) which then impacts on the understanding of others (Said and Budimanjaya, 2016). Intrapersonal intelligence is the ability to make accurate perceptions about oneself and use such abilities in directing and planning one's life (Campbell, Cambell and Dickinson, 2006).

Gardner explains interpersonal intelligence is built among others on the core ability to recognize differences specifically, large differences in mood, temperament, motivation and will. This intelligence allows people to understand the desires and desires of others (Gardner, 2004: 48). Interpersonal intelligence is also the ability to understand others well and interact with others effectively. This intelligence is clearly seen in a teacher, politician, social worker, artist and so on (Campbell, Cambell and Dickinson, 2006).

Existential intelligence is the ability to think about something essential, involving the existence of various things such as life and death, good and evil. A person with this intelligence always tries to reflect on the meaning or wisdom of every event that occurs. A person with existential intelligence will question the truth, fight for the truth, and can imagine and plan big things (Musfiroh, 2014).

Naturalist intelligence is the ability to identify a species, recognize the existence of other species and map relationships between species. A person with this intelligence tends to like plants, animals, find patterns in nature, predict the weather, recognize various species and understand their dependence on the environment (Musfiroh, 2014).

PAI Learning in 2013 Curriculum at Elementary School Level

Learning is a mental and emotional process, as well as thinking and feeling. A learner is said to do learning if his thoughts and feelings are active (Amin, 2015). The development of PAI learning refers to the principles: student-centered, develops student creativity, creates challenging and enjoyable conditions, has values, aesthetics, ethics, logic and kinesthetic. and facilitating learning that gives students experience (Ministry of Religion, KMA No. 165, 2014).

PAI learning in the 2013 curriculum uses a scientific approach. A scientific approach is an approach that uses steps and scientific principles in the learning process. The applied scientific steps include finding problems, formulating problems, proposing hypotheses, collecting data, analyzing data, and drawing conclusions (Nurdyansyah, 2015). Alternative scientific-based approaches can be done with Project Based Learning (PBL), Contextual Teaching and Learning (CTL), Discovery / Inquiry Learning, Collaborative and Cooperative Learning (Hidayati, 2013).

PAI learning is directed at developing attitudes, knowledge and skills that are elaborated for each education unit in accordance with Graduates Competency Standards. Attitudes are obtained through the activities of "receiving, running, appreciating, living, and practicing". Knowledge is developed through the activities of "remembering, understanding, applying, analyzing, evaluating, creating". Skills are developed through the activities of "observing, asking, trying, reasoning, presenting, and creating" (Ministry of Religion, KMA No. 165, 2014).

The teacher makes a lesson plan (RPP) before learning. RPP is a plan of learning activities for one or more meetings. The RPP is arranged according to the 2013 curriculum curriculum RPP standards. The RPP is arranged wholly an systematically so that learning takes place interactively, fun, inspiring, efficient, challenging, motivating students, and providing sufficient space for the development of interests, talents, initiatives, creativity and independence of students (Ministry of Education and Culture, Permendikbud No. 22, 2016).

Learning assessment in the 2013 curriculum includes assessments on aspects of attitude, knowledge and skills using a variety of assessment techniques and instruments. First. Attitude competency assessment can be done through observation, peer assessment, self-assessment and journals. The instrument used in competency assessment is in the form of a checklist or rating scale accompanied by a rubric with the final result based on mode. Second. Knowledge competency assessment can be done with written, oral and assignment tests. Written test instruments can be in the form of multiple choice questions, short answers, entries, true false, matching, and description. Whereas the oral test can be in the form of a list of questions and then assigned individually or in groups. Third. Skills competency assessment can be done by job assessment in the form of a presentation or demonstration of a particular competency using practice tests, projects and portfolio assessments (Kemendikbud, Permendikbud No. 66 Th 2013).

In the aspect of assessment, students are assessed through the three domains of competence above. It indicates that every educator needs to see the diverse potential of students. An educator must be able to see, develop, and evaluate each uniqueness that becomes the competency of their students.

III. METHOD

This research uses a qualitative approach to the type of literature study. The primary data source is the 2013 PAI Elementary School curriculum documents compiled by the Ministry of Education and Culture, such as the Ministry of Education and Culture Regulations, and the Ministry of Religion documents namely the Minister of Religion Decree relating to PAI. The secondary data are from journals, books, articles and other people's writings about Compound Intelligence and the 2013 PAI curriculum at the Elementary School level. Researchers also conducted secondary data mining in schools that apply the concept of multiple intelligences, namely SD Juara Yogyakarta and SD Jogja Green School. Data collection techniques used were documentation, observation and interviews. Credibility is done by technique triangulation. The data analysis includes reduction of data, data presentation and drawing conclusions.

IV. RESULT AND DISCUSSION

Dimensions of Multiple Intelligences in the 2013 PAI Curriculum at the Elementary School Level

The aspects of multiple intelligences in the 2013 PAI curriculum at the elementary school level can be seen in three ways. *First*, in developing core competencies (KI), which are spiritual, social, knowledge and skills. *Second*, the scientific approach to

learning. *Third*, the authentic assessment which includes aspects of attitude, knowledge and skills.

Core Competences (KI) is derived from Graduates Competency Standards (SKL) in the form of quality that must be achieved by students who have completed education at a certain level. It includes aspects of attitude, knowledge and skills. Core competencies seek a balance between soft skills and hard skills (Kemendikbud, 2013). Core Competencies (KI) developed in PAI subjects in Elementary Schools include spiritual competencies (KI-1), social (KI-2), knowledge (KI-3), and skills (KI-4) (Kemendikbud, Permendikbud No. 37 of 2018).

The results of observations at SD Jogja Green School in grades I and II, KI-3 are also often achieved through singing activities. The teacher usually prepares songs that are fun to increase students' knowledge. This singing activity makes it easy for students to remember the material they have learned. Students with musical intelligence are certainly more helped by learning methods like this. Although in the formulation of KI-3, there is no meaning that shows relevance to musical intelligence. The observation indicates that in its implementation, KI-3 is also achieved through singing activities. It means that KI-3 contains the realm of musical intelligence in the process of achieving it.

Formulation of Core Competency Skills (IC-4) in classes I, II, III, and IV, namely "Presenting factual knowledge in clear and logical language, in artistic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith, and having good character." Whereas KI-4 in grades V and VI are "presenting factual and conceptual knowledge in explicit, systematic, logical and critical language, in artistic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character."

In the concept of multiple intelligences, the development of skills (KI-4) belongs to the realm of kinesthetic intelligence, visual-spatial intelligence, and naturalist intelligence (Machali, 2018). The development of visual-spatial intelligence appears in the word "in aesthetic works." Students are strived to present their knowledge in the form of artistic works. Visual-spatial intelligence is closely related to the ability to visualize information in detail and express something in the form of real two-dimensional objects (graphs, maps, charts) or three dimensions. While the development of kinesthetic intelligence can be seen in the word "in a movement that reflects healthy children." Students are strived to become physically and mentally healthy children who are reflected in healthy body behavior. Kinesthetic intelligence is closely related to the ability to coordinate bodily functions properly, showing skills related to physical tasks.

Table of Dimensions of Multiple Intelligence in Core Competences

Core Competences	Intelligence
Spiritual Competence (KI-1)	Existentialist Intelligence
Social Competence (KI-2)	Interpersonal Intelligence, Intrapersonal Intelligence
Knowledge Competence (KI-3)	Logical-Mathematical Intelligence, Linguistic Intelligence, Musical Intelligence
Skill Competence (KI-4)	Kinesthetic Intelligence, Visual-Spatial Intelligence, Naturalist Intelligence

PAI learning in the 2013 curriculum uses a scientific approach. There are five logical sequences in the scientific approach, namely observing, asking, gathering information, reasoning/associating and communicating. This logical sequence is used in one or more meetings (Permendikbud number 103 of 2014). In detail, the five logical chains in the scientific approach are as follows: observing; questioning; gather information or try; associate (Nurdyansyah & Musfiqoh, 2015); and communicating (Salim, 2014).

Students get enough space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. The development of a scientific approach in implementing the 2013 curriculum can be seen in (Minsih, 2013): inquiry-based learning; collaborative and cooperative learning; also integrated learning.

The concept of authentic assessment in the 2013 PAI curriculum is very relevant to the development of multiple intelligences. According to Armstrong, compound intelligence theory offers a fundamental restructuring in assessing student learning progress, namely, authentic assessment (Armstrong, 2013).

The authentic assessment provides a large door for the development of students' multiple intelligences. Assessment is no longer only based on written tests that only lean on IQ, but through a series of stages with various forms and instruments. It includes aspects of attitudes, knowledge, and skills so that students with diverse intelligence gain space for assessment in their progress and learning outcomes.

Implementation of Multiple Intelligence Concept in the PAI Lesson of 2013 Curriculum on Elementary School Level

Application of multiple intelligence in the 2013 curriculum at the elementary school level PAI includes several stages, namely recognizing students' multiple intelligences, preparing a draft of PAI learning, determining the assessment of learning based on multiple intelligences, and compiling PAI learning models based on multiple intelligences (Ikhwan, 2014).

In the implementation of learning based on multiple intelligences, teachers must first know each intelligence possessed by students. To acknowledge the intelligence of students can be done in several ways: test; observation of student activities inside and outside the classroom; and understanding student data or documents (Suparno, 2008).

The teacher must prepare a draft of PAI learning based on multiple intelligences. There are several vital things in the drafting of PAI learning based on multiple intelligences including mapping ICs and basic competencies; focusing on topics; selecting learning approach; and choosing learning strategies.

The learning approach to the 2013 curriculum uses a scientific approach. As explained at the beginning of the discussion, the scientific approach has powerful relevance to learning based on multiple intelligences. Therefore, the approach used to design learning in the PAI subjects this time is a scientific approach.

Authentic assessment includes three aspects of behavior, knowledge, and skills (Martaningsih, Maryani & Fatmawati, 2015). The authentic PAI learning assessment model will provide breadth in assessing the learning process and learning outcomes of students whom better value the existence and diversity of students' intelligence. Teachers are no longer focused on assessments that limit the intelligence development

of students through formal tests only. Therefore, authentic assessment can be applied to PAI learning at the elementary school level.

The learning model in this study will be derived in the form of a Learning Implementation Plan (RPP). The RPP consists of several components namely (Ministry of Education and Culture, Permendikbud No. 22 of 2016): school identity consisting of the name of the school namely the name of the education unit, identification of the subject or theme / sub-theme, class/semester, subject matter, time allocation, learning objectives, fundamental competencies and indicators of competency achievement, learning material that contains relevant facts, concepts, principles and procedures, teaching methods, learning media, learning resources, learning steps are carried out through preliminary, core, and closing stages, and assessment of learning outcomes.

In the study of multiple intelligence theories, the RPP is also called the Lesson Plan. Lesson Plan is a plan made by the teacher before teaching. Lesson Plans, as much as possible, bring students to active learning, provide real experiences, fun, solve problems, and feel the benefits directly by students. Explains that in the learning process teachers must be able to arouse motivation, curiosity, and positive energy of students through apperception (Chatib, 2018).

Based on the description above, it can be understood that the actual core competencies developed in the PAI 2013 curriculum at the Elementary School level provide space for the development of students' multiple intelligences. It can be proven through the dimensions of various intelligences that are very relevant to the formulation of core competencies. That means students have ample opportunity to develop their potential according to their type of intelligence. The discussion of the dimensions of multiple intelligences in the 2013 PAI curriculum at Elementary School level, has logical consequences in the education process.

The implementation of Islamic Education can be conceptualized by paying attention to the various intelligence of students. Thus, the learning process is expected to be able to deliver students internalizing religious values in accordance with their competencies. Multiple intelligence-based learning models need to be developed to support the achievement of learning goals and are expected to give birth to a generation of character through the development of student intelligence to the fullest.

In its implementation, according to Slamet, teachers still need 2013 curriculum training, especially on the scientific approach (5M) (Suyanto, 2018). The construct of the scientific approach in the learning process of PAI has strong relevance to the concept of multiple intelligences. As the opinion of Nurdyansyah and Musfiqoh states that the idea of a scientific approach is more directed at humanist education, namely education that provides space for students to develop in accordance with the potential intelligence possessed (Nurdyansyah and Musfiqoh, 2015). Students become the subject of learning (student center learning), not only the object of learning. Thus the skills, character and cognition of students can develop optimally. This opinion is reinforced by Machali which states that the relevance of a scientific approach to the principle of learning based on multiple intelligences includes: individualization in education; pay attention to all intellectual abilities; education should be able to motivate students to determine learning goals and programs; more contextual evaluation, not limited to written tests; and the learning process that is not limited only in the classroom (Machali, 2018).

In the implementation of the 2013 curriculum learning, students are expected to be able to process increased knowledge about current events and social problems to be applied in their daily lives. This finding provides concrete evidence of how the incorporation of social studies makes it possible for students to link their educational learning with their personal experiences outside of school. Also, students can be directed to the practice of playing in the learning process, the ability to collaborate, as well as optimizing information and communication technology (ICT) facilities. Explicit learning, transformed practices, and authentic formative assessment forms are another valuable pedagogical dimension.

Authentic assessment in the 2013 curriculum allows students to show what they have learned in a context or situation that is in line with real life. The form of evaluation in learning based on multiple intelligences includes portfolios, assessments during the learning process, and written tests (Makrufi, 2014). This curriculum implies the use of authentic assessment that emphasizes aspects of readiness, processes, and student learning outcomes as a whole. Future research must provide empirical evidence of the effects of authentic assessment of student achievement.

V. CONCLUSION

Dimensions of multiple intelligences in the 2013 PAI curriculum at Elementary School level can be seen through a) core competencies, which include spiritual, social, knowledge and skills competencies. Spiritual competence contains existential intelligence. Social competence provides interpersonal and intrapersonal intelligence. Knowledge competence consist of logical-mathematical intelligence, linguistic intelligence, and musical intelligence. Skills competencies contain visual-spatial intelligence, kinesthetic intelligence, and naturalist intelligence; b) a scientific approach that includes a logical sequence of observing, asking, trying, reasoning, and communicating things that are relevant to the principles of learning in multiple intelligences and alternative scientific-based approaches such as Inquiry-based Learning, Collaborative and Cooperative Learning, and Integrated Learning; c) in authentic assessment in the form of attitude assessment consisting of observation, self-assessment, peer assessment, journals and interviews, knowledge assessment which includes written test assessment, oral test and assignment, and skills assessment consisting of performance evaluation, projects, portfolio and products.

The implementation of the concept of multiple intelligences in PAI learning curriculum in 2013 at the elementary school level can be done by a) identifying students' multiple intelligences; b) prepare a draft of the 2013 curriculum in PAI learning at the elementary school level which includes mapping of Kompetensi Inti (KI) and Kompetensi Dasar (KD), focusing on topics, determining learning approaches, and determining learning strategies; c) determine the multiple intelligence-based learning assessment model; d) determine the multiple intelligence-based learning model in the 2013 PAI curriculum at Elementary School level.

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