Multiple Intelligences-Based Learning Strategies for Islamic Religious Education in Private Elementary Schools

*Hernawan Syahputra Lubis¹, Saiful Akhyar Lubis², Nurussakinah Daulay³
¹,²,³Universitas Islam Negeri (UIN) Sumatera Utara, Jl. William Iskandar Ps. V, Deli Serdang, North Sumatra, Indonesia
*hernawansyahputra@dosen.pancabudi.ac.id

ABSTRACT: This research examines the application of multiple intelligences-based learning strategies in Islamic religious education learning in several elementary schools in Medan, including planning, implementation, and evaluation, as well as supporting and inhibiting factors, to assess the effectiveness and challenges in supporting diverse learning. This research uses qualitative methods with a phenomenological approach to examine multiple intelligences-based learning strategies in Islamic religious education in four Elementary Schools (SD) in Medan, namely Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, through observation, interviews and documentation, with data analysis using the Miles and Huberman model and testing the validity of the data through triangulation. The research results show that teachers plan to prepare syllabi, lesson plans, and assessments based on multiple intelligence strategies. A multiple intelligences approach to religious learning recognizes each student's unique intelligence, increases their engagement, and expands the development of numerous relevant aspects of intelligence. This strategy encourages students' learning motivation and creates an inclusive environment while teachers adapt the centre’s syllabus and use multiple learning methods. Evaluation is based on the student's learning process and intelligence, with the school and parents actively supporting this process. Although supporting factors include teachers' mastery of the material and student's interest in learning, some obstacles include limited perceptions about Islamic religious education, a limited evaluation system, and a lack of supervision of teaching by school principals and school supervisors. The implications of this research contribute to educational literature on integrating multiple intelligence strategies in religious learning, which opens up space for further research development.

Penelitian ini mengkaji penerapan strategi pembelajaran berbasis kecerdasan majemuk (multiple intelligences) dalam pembelajaran pendidikan agama Islam di beberapa sekolah dasar di Medan, meliputi perencanaan, pelaksanaan, dan evaluasi, serta faktor pendukung dan penghambat, untuk menilai efektivitas dan tantangan dalam mendukung pembelajaran yang

1 orcid id: https://orcid.org/0009-0000-2795-9068
2 orcid id: https://orcid.org/0000-0002-9971-4892
3 orcid id: https://orcid.org/0000-0002-6223-8546

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beragam. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi untuk mengkaji strategi pembelajaran berbasis kecerdasan majemuk dalam pendidikan agama Islam di empat Sekolah Dasar (SD) di Medan yaitu SD Swasta Panca Budi, SD Anbata Plus, SD Shafiyyatul Amaliyah, dan Brigjend. SD Swasta Katamso melalui observasi, wawancara dan dokumentasi, dengan analisis data menggunakan model Miles dan Huberman serta uji keabsahan data melalui triangulasi. Hasil penelitian menunjukkan bahwa guru berencana menyusun silabus, RPP, dan penilaian berdasarkan strategi kecerdasan majemuk (multiple intelligences).

Pendekatan multiple intelligences dalam pembelajaran agama mengenali kecerdasan unik setiap siswa, meningkatkan keterlibatan mereka, dan memperluas pengembangan berbagai aspek kecerdasan yang relevan. Strategi ini mendorong motivasi belajar siswa dan menciptakan lingkungan inklusif sementara guru menyesuaikan silabus pusat pendidikan dan menggunakan berbagai metode pembelajaran. Evaluasi didasarkan pada proses belajar dan kecerdasan siswa, dengan dukungan aktif dari pihak sekolah dan orang tua. Meskipun faktor pendukungnya antara lain penguasaan materi oleh guru dan minat belajar siswa, namun beberapa kendalanya antara lain terbatasnya persepsi tentang pendidikan agama Islam, terbatasnya sistem evaluasi, dan kurangnya pengawasan pengajaran oleh kepala sekolah dan pengawas sekolah. Implikasi penelitian ini memberikan kontribusi pada literatur pendidikan tentang pengintegrasian strategi kecerdasan majemuk dalam pembelajaran agama, sehingga membuka ruang untuk pengembangan penelitian lebih lanjut.

**Keywords:** Multiple Intelligences, Learning, Strategy, Islamic Religious Education

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I. INTRODUCTION

The problem facing education in Indonesia is the weak learning process. This can be seen in the learning process; students are less encouraged to develop thinking skills (Hikmawati et al., 2024). The learning process in the classroom is directed at students' ability to memorise information. Learners are dominated by remembering and hoarding various information connected to everyday life. As a result, when students graduate, they are theoretically competent but less able to apply knowledge (Zaqiakah et al., 2021).

The uniform treatment of the differences in students is certainly not appropriate, especially in measuring children's intelligence, which is only done through one measuring instrument: IQ tests. This condition forms a negative and narrow perception of the meaning of intelligence. Not infrequently, the measurement pattern turns into a stigma that gives birth to a wrong definition of the child, and the measurement results have concluded that there are intelligent and unintelligent children or bright children and stupid children (Anwar et al., 2018).

The right strategy is needed to achieve an effective and efficient learning process. The definition of learning strategy in the Ministry of National Education formulation is "the perspective and mindset of teachers in teaching so that learning becomes effective". The
right learning strategy is the one that best suits the way students learn in the learning process. However, in a class, there are many students with various ways of learning, and learning must be complete with variations to accommodate these students’ multiple ways of learning (Wulansari et al., 2022).

Howard Gardner offers a solution to get out of this condition through the theory of multiple intelligences; this theory not only changes the perspective on intelligence but also helps the world of education, in general, to be able to improve the quality of the quality of education through the application and development of the diversity of intelligence contained in children when following Islamic education learning (Dharin et al., 2024).

Multiple intelligence strategies in schools are essential because they foster children's motivation, self-confidence, and creativity. This effort can be made early on, namely from elementary school age. At this age, children will be given basic knowledge, attitudes and skills that can then be developed for self-improvement (Anggoro et al., 2024). Therefore, implementing education must create a comfortable school environment and a pleasant learning atmosphere, fostering good relationships between students, teachers, and parents to realise a sustainable learning process at home and school (Kabir, 2013).

This research examines the implementation of multiple intelligences-based learning strategies in Islamic religious education learning at Panca Budi Medan Private Elementary School. Specifically, this research aims to answer several main questions. First, how is the planning of learning strategies based on multiple intelligences in private elementary schools in Medan City? Secondly, how is the plan for learning religious education in private elementary schools in Medan City implemented? Third, how are multiple intelligences-based learning strategies evaluated in these schools? Fourth, identifying the supporting and inhibiting factors in implementing multiple intelligences-based learning strategies in Religious Education learning at Private Primary Schools in Medan City.

The formulation of problems in this study includes several aspects: 1) How is the multiple intelligences-based learning strategy planning on Islamic religious education learning in private elementary schools in Medan City?; 2) How are multiple intelligences-based learning strategies implemented for religious education learning in private elementary schools in Medan City; 3) How is the evaluation of multiple intelligences-based learning strategies on Islamic religious education learning in private elementary schools in Medan City; 4) What are the supporting and inhibiting factors in implementing multiple intelligences-based learning strategies in Islamic religious education learning at private elementary schools in Medan City?

Activities at Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School in Medan take more consideration of students' diversity in all aspects of their potential when learning Islamic religious education. They acknowledge students' uniqueness, creating different rules among educators and school management. Private primary schools in Medan City, including Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, are aware of this, so all school parties decide to participate in programs that help develop and direct the character of students according to their respective intelligence and abilities. Thus, it is hoped that characterful
and successful human resources will emerge from these schools. In addition, Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School in Medan also develop various interest and talent programs for their students, such as extracurricular activities, literacy, student day, and character development. At Panca Budi Private Elementary School, more than ten extracurricular activities develop students' interests and talents in sports, arts, and religion. These extracurricular activities serve as a non-academic means for students to develop their interests and skills.

In previous research, Cahyana and Muhtar explained the effect of multiple intelligence-based learning strategies on the naturalistic intelligence of elementary school students. This strategy makes students actively involved in the teaching and learning process, providing a meaningful learning experience that is more interesting and easy to understand (Cahyana et al., 2019; Muhtar & Dallyono, 2020). Furthermore, Winarti et al. (2019) explained that the multiple intelligences strategy has an effect and can significantly predict students' multiple intelligence development. This study showed an increase in SPS, especially in the ability to ask questions. The results of this study will change teaching strategies in the future, from being oriented towards academic ability to being oriented towards multiple intelligences and focusing on the potential of each student (Winarti et al., 2019). Then, Yeirizon explains that learning based on multiple intelligences is one of the strategies to increase children's creativity (Yerizon et al., 2023).

Schools are the three education centres with an essential and strategic role in shaping students' character. Educational institutions (schools) have a crucial role in preserving moral and cultural values, which are the basis for the growth and development of society (including adolescents). Durkheim also describes that the younger generation is a generation that needs education to help them live and prepare themselves in a society full of values and norms. In this case, education also builds and develops intellectual and physical values and morals needed in social life, which is the basis for how schools are an essential part of society (Cubeddu & Scocco, 2024; Reay, 2020).

It is the task and responsibility of schools as educational institutions to prepare students who are faithful, moral, knowledgeable, and equipped with skills to face life's challenges in society. So the school continues to make efforts to improve and perfect the implementation of a better school program through the preparation of various school programs, one of which is the implementation program of multiple intelligences strategies in learning Islamic Religious Education in schools, as well as realising schools based on various intelligences strategies (Ahmed, 2018).

Every school must organise Islamic religious education and learning. The purpose of Islamic religious education in schools is to foster and enhance faith through the provision and fertilisation of knowledge, appreciation, experience and practice of students about Islam so that they become Muslims who continue to develop in terms of faith, devotion, nation and state, and to be able to continue at a higher level of education (Brunsdon & Walker, 2022; Muhtar & Dallyono, 2020).

Efforts to implement the multiple intelligences strategy program in learning Islamic education in schools must be planned and measurable, starting from the preparation of the objectives of the implementation of activities, indicators of success, steps of activities, and resources used, as well as the impact of changes on students, so that
maximally this program is well implemented, based on input, process, and produces the desired output by the plurality of intelligence based on Gardner's theory (Baş, 2016).

The formal educational institutions that implement multiple intelligences strategy-based education in learning Islamic religious education in private elementary schools in Medan City include Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School. Schools that are the centre of Islamic and quality education and create superior generations have good character and can compete in the era of globalisation; in the learning process, they take multiple intelligences to approach students.

In its implementation, Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School. Implement multiple intelligence strategies from various kinds of Islamic religious education learning and extracurricular and intracurricular activities at school. The different intelligence strategy approaches are carried out in varied learning based on the applicable curriculum. In this case, creativity and innovation become essential things done by teachers in the development of learning that aims to educate students with varied backgrounds—using a different concept, where this school is not only a place for academically intelligent children but also for all students who are in this environment made to feel comfortable with diverse intelligence characters (Mudlofir, 2016).

Therefore, the activities are in Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School. More consider the diversity of students in all aspects of their potential when learning Islamic religious education and recognising the diverse uniqueness of the students, which makes different rules among educators and school management. Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School. Aware of this, in the end, all related school parties decided to participate in programs that help develop and direct students' character to their respective intelligence and abilities. In the end, human resources with character and success will be born from this school.

Private elementary schools in Medan City include Panca Budi Private Elementary School, Anbata School plus elementary school, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School. Hone the plurality of intelligence of students through intracurricular and extracurricular activities in Islamic religious education learning. Students who have been facilitated in supporting development that can be used as a means of optimising their intelligence. The advantages of Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School will quickly gain the trust of the surrounding community or outside community because they can change the quality of their students for the better. In Indonesia, especially in Medan, few schools apply this concept because not all know and understand multiple intelligence strategies in learning Islamic religious education.

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II. METHOD

This type of research is qualitative research, which aims to examine events or phenomena experienced by research subjects, such as behaviour, perceptions, motivations, actions, etc., holistically and through natural words and language descriptions. Context and utilise other scientific methods. Qualitative research with a phenomenological approach that examines Multiple Intelligence-Based learning strategies in Islamic Religious Education in Elementary Schools in Medan City was carried out in four schools, namely Panca Budi Private Elementary School, Anbata School plus elementary school, Shafiyyatul Amaliyah Elementary School, and Panca Budi Private Elementary School, Anbata Plus Elementary School. Shafiyyatul Amaliyah Elementary School, Panca Budi Private Elementary School, and Brigjend Katamso elementary school (Creswell & Creswell, 2017). This research collected data by observing the activities of the teaching and learning process. Interviews with school principals, teachers and students, as well as documentation of report cards and certificates of appreciation as collection and supporting data from the research studied. Test the data's validity using a data source and method triangulation (Sugiyono, 2017).

Data analysis uses the Miles and Huberman model, namely that researchers will examine the relationship between the data and the application of multiple intelligences in learning Islamic religious education in private elementary schools in the Medan City area (Miles et al., 2014).

III. RESULT AND DISCUSSION

Islamic Religious Education learning strategy is one of the efforts to apply the values of Islamic teachings in each material so that students can absorb, live, and practice it. For the learning strategy to run optimally, the Islamic Religious Education teacher should apply various techniques in his learning. The plan he applies is tailored to the material being taught. All learning strategies are reasonable depending on how the Islamic Religious Education teacher applies them (Gardner, 2017; Widiana & Jampel, 2016).

The implementation of multiple intelligences approach in learning Islamic religious education at elementary schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School) refers to activities that reflect apperception and motivation as well as learning activities that are indeed based on multiple intelligences (Alhamuddin et al., 2023; Dharin et al., 2024).

Apperception and motivation activities include alpha zone, warmers, pre-teach, and scene setting. Based on the results of the observations, one of the alpha zones is carried out by providing body reflection movements. Meanwhile, based on the results of interviews with teachers, other activities often carried out are singing, brain switches, shouting jargon, telling stories and ice-breaking (Demirel Ucan & Wright, 2019; O Brien, 2020).

The teacher carries out the scene-setting activity by providing an understanding of the concept to students, one of which is to give the concept of politeness of an apostle by providing stories about the figures of an apostle by Munif Chatib, who states that the scene-setting is an activity carried out by teachers or students to build the initial concept of learning.
There are numerous Islamic religious education learning strategies based on multiple intelligences. Along with teachers’ creativity, the database of numerous intelligence strategies continues to expand. The confusion experienced by teachers usually begins with the thought of developing this strategy focusing on only one intelligence. For example, when teachers try to outline learning activities that suit linguistic intelligence and do not touch on other intelligences. If this method is used, the teacher will need help applying the multiple intelligences strategy in learning. However, implementing this strategy will become easier if the initial step is focused on the learning activity model first, after which the activity is analysed in terms of any intelligence.

Islamic Religious Education teachers apply the multiple intelligences strategy at Elementary Schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School) in various ways, namely:

Linguistic Intelligence Strategy

This strategy emphasises language intelligence. This strategy is implemented so that students have the ability and skill in language. Islamic religious education teachers use linguistic intelligence in learning religious education and use language to appreciate meanings (Akkuzu & Akçay, 2011). In learning Islamic Religious Education, Islamic Religious Education teachers at Elementary Schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School) mostly use textbooks, worksheets and lecture methods, as well as questions and answers to hone and awaken linguistic intelligence in each student (Gunawan et al., 2022; Thomas & Perwez, 2024).

As the results of the description of observations and interviews above that have been conducted by the author when Islamic Religious Education teachers teach by emphasising linguistic intelligence, some Islamic Religious Education teachers at Elementary Schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School). Use Islamic Religious Education textbooks and student worksheet for Islamic Religious Education, lecture, tell stories and do questions and answers. In this way, students can develop linguistic intelligence.

Using various materials and methods such as textbooks, student worksheets, lectures, storytelling, and question and answer are effective strategies for honing students’ linguistic intelligence. This is based on the principle that each student has a different learning style and diverse ways of understanding and processing information. Therefore, variations in teaching methods and materials are necessary to accommodate these differences and ensure all students can develop to their full potential (Bakar et al., 2023).

Textbooks and Student Worksheets

Textbooks and worksheets are fundamental and systematic learning resources. Textbooks provide a structured, in-depth and well-organised knowledge framework, allowing students to gain comprehensive and detailed information on a subject. On the other hand, student worksheets help students apply the knowledge they have learned through practical exercises and problems designed to reinforce their understanding. By using textbooks and worksheets, students can learn independently, revisit material they have not understood, and practice continuously until they master the material.
Lecture Method

The lecture method is one of the most traditional yet relevant teaching methods. It allows teachers to convey information directly and clearly to students. It is especially beneficial for introducing new concepts or complex material. By listening to lectures, students can understand the teacher's thinking and point of view and get a structured and systematic explanation. Lectures also allow teachers to explain the material in-depth and provide relevant real-life examples, which can help students to relate theory to practice (Husna et al., 2020).

Storytelling Method

Storytelling is very compelling and makes the subject matter more exciting and memorable. By telling stories, teachers can convey abstract and complex concepts through narratives that stir students' imaginations. Stories can capture students' attention and arouse their interest in the subject matter. In addition, storytelling can also help students develop their language skills as they listen to sentence structures, new vocabulary, and expressions used in the story. Through storytelling, students learn to understand and appreciate complex meanings and develop their ability to process information narratively (Bakar et al., 2023).

Question and Answer Method

Question and answer is a method that encourages active participation of students in the learning process. With Q&A, students are encouraged to think critically, ask questions, and provide answers based on their understanding. This method helps students deepen their knowledge of the material and develops their analytical and logical thinking skills. Q&A also creates dynamic interactions between teachers and students, as well as between students themselves, which can enrich their learning experience. In addition, this method helps students learn to express opinions, debate constructively, and receive feedback, all of which are essential skills in linguistic intelligence (Sabila et al., 2024).

Honing Linguistic Intelligence

Linguistic intelligence is the ability to use language effectively to express thoughts and feelings and to understand the language used by others. Developing linguistic intelligence means honing listening, speaking, reading and writing skills. Using various materials and methods, teachers can create a rich and varied learning environment that allows students to develop all aspects of their linguistic intelligence. Textbooks and worksheets help students with their reading and writing skills, lectures and storytelling build their listening and speaking skills, while question and answer practice critical and analytical thinking and public speaking skills (Hakim et al., 2022; Sujatmika et al., 2018).

By combining various materials and methods, such as textbooks, worksheets, lectures, storytelling, and question and answer, teachers can create a holistic and comprehensive learning experience. This strategy helps students understand and master the subject matter and develops linguistic intelligence. With good linguistic intelligence, students will be more successful academically and have practical communication skills crucial in their daily lives and future. Variations in teaching methods also ensure that each student, with different learning styles, can learn in a way that best suits their needs so that their potential can be fully developed.
**Logical-Mathematical Intelligence Strategy**

Islamic religious education teachers use logical-mathematical intelligence strategies in learning by categorising the law of reading or the Tanwin discussion method, namely solving problems related to Islamic religious education. Regarding categorisation, Islamic Religious Education teachers at Elementary Schools in Medan City usually use picture cards (card sort) in their learning. As observed by the author, some Islamic Religious Education teachers in Panca Budi Private Elementary School, Anbata School plus elementary school, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School. Use picture cards in their learning to make it easier for students to understand the teaching. These index cards are used for specific materials such as reading short surahs and the laws of reading died ‘nun’, tanwin, or mad and waqaf.

The use of picture cards is also related to the application of visual-spatial strategies that display pictures or Arabic writings on cut paper, which will later be connected word by word or sentence by sentence so that it is arranged into one short surah in the Qur'an (Febriani et al., 2021; Liliawati et al., 2018). When looking for picture cards or pairing index cards, students do a lot of movement (kinesthetic). Thus, this card sort strategy summarises other spatial-visual and kinesthetic strategies. Islamic Religious Education teachers apply the logical-mathematical strategies above at junior high schools in elementary schools in Medan City, Panca Budi Private Elementary School, Anbata School plus elementary school, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School by adjusting the topics to be taught and the learning needs of students or the situation and conditions of students.

Islamic religious education teachers apply the logical-mathematical strategy above at Elementary Schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School) by adjusting the subject matter to be taught and students’ learning needs or students’ situations and conditions (Kandeel, 2016; Nurhidayati & Setyaningsih, 2024).

In Islamic religious education, teachers ensure students understand the material well. One of the strategies often used by Islamic education teachers is the application of logical-mathematical intelligence strategies using picture cards and categorisation methods. This approach deals with various problems in Islamic education learning, especially in understanding the law of reading or tanwin.

Islamic education teachers use this logical-mathematical intelligence strategy to solve problems related to Islamic Religious Education. Teachers in various elementary schools in Medan City, such as Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, use picture cards in their learning. Using these index cards is very helpful in making it easier for students to understand certain materials, such as the recitation of short surahs and the laws of reading died ‘nun’ or tanwin or mad and waqaf (Kornhaber, 2019).

Using picture cards facilitates understanding of the material and supports applying visual-spatial strategies. Picture cards display pictures or Arabic writing on paper cut into pieces, which will later be connected word by word or sentence by sentence to form a short surah in the Qur'an. This method allows students to learn interactively and have fun because they must find and pair the cards.

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In addition, this strategy also involves a lot of physical or kinesthetic movements when students search and pair index cards. Thus, this card sort strategy summarises several other learning strategies, including visual-spatial and kinesthetic strategies. This makes learning more diverse and exciting for students, motivating them to learn. At Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, the logical-mathematical strategy is applied by adjusting the topic to be taught and the student's learning needs or the student's situation and conditions. For example, in the reading material of short surahs and the laws of reading, teachers can use picture cards to help students understand these concepts more easily (Sabila et al., 2024).

Islamic Religious Education teachers are expected to help students develop critical and analytical thinking skills through this logical-mathematical intelligence strategy. Using picture cards and the categorisation method, students are invited to classify and identify various reading laws in the Qur'an to understand the material more deeply and structurally. In the context of learning Islamic religious education, this strategy helps students understand the material and trains them to think logically and systematically (Husna et al., 2020). Thus, applying a logical-mathematical intelligence strategy using picture cards and categorisation methods can effectively solve various problems in learning Islamic religious education and improve the quality of religious education in elementary schools in Medan City.

Visual-Spatial Intelligence Strategy

The implementation of visual-spatial intelligence strategies by Islamic Religious Education teachers in primary schools in Medan City, such as Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, aims to provide a more effective and exciting learning experience for students. This strategy emphasises students' ability to understand and manipulate visual information and visualise the relationship between objects and space, essential for developing their cognitive skills in Islamic education (Husna et al., 2020).

According to Karman, visual-spatial intelligence enables individuals to provide pictures and images and transform the visual-spatial world into a more concrete understanding. This strategy is relevant in Islamic education because many religious concepts can be illustrated through photographs and visualisations to facilitate student understanding. For example, the idea of faith in "Qada" and "Qadar Allah" can be explained through pictures of events that illustrate Allah's decree, such as death, plane crashes, and students' success in learning achieved by effort and prayer (Karman et al., 2024).

Islamic education teachers at primary schools in Medan City use various visual-spatial methods to reinforce learning. For example, to teach worship practices such as tayamum, ablution, and prayer, teachers display pictures depicting each process step. These demonstrations give students a clear visual picture, helping them better understand and remember each movement (Winarti et al., 2019).

In addition, multimedia such as laptops and LCDs to display images and PowerPoint presentations is also an integral part of this strategy. The use of multimedia in Islamic education learning stimulates students' learning motivation, attracts their attention, and focuses their focus on the material being taught. With images displayed through multimedia devices, students can more easily understand complex and abstract concepts in Islamic religion (Mukhtar et al., 2022; Yerizon et al., 2023).
Islamic education teachers must carefully prepare to ensure the success of visual-spatial strategies. This preparation includes designing lessons, creating informative and exciting PowerPoint presentations, and mastering the material well. The presentations that have been made can be saved and used many times, although it takes time and effort to design them (Bakar et al., 2023).

Visual-spatial strategies in Islamic education learning provide many benefits, including increasing students' attention and motivation. Visualisation of learning materials helps students more easily understand and remember information, improving their learning outcomes. In addition, visual media is also more durable than audio media, so information conveyed through images can be more easily remembered over a long period. In terms of attention, multimedia in Islamic education can attract students' attention effectively. Attentional aspects include selected attention, where students can focus on specific visual stimuli and ignore other distracting stimuli. In this way, students can be more focused and engaged in learning, making it easier to receive and understand the material being taught (Kornhaber, 2019).

Thus, the application of visual-spatial intelligence strategies by Islamic education teachers in elementary schools in Medan City is a practical approach to improving students' understanding of learning materials. Teachers can present religious concepts more interestingly and understandable using relevant images and multimedia. This strategy helps students understand the relationship between objects and space and increases their motivation and attention in learning. Good preparation and appropriate use of multimedia are the keys to success in implementing this strategy, which will ultimately positively impact student learning outcomes in Islamic religious education.

Kinesthetic Intelligence Strategy

Islamic religious education teachers in elementary schools in Medan City have implemented kinesthetic intelligence strategies by giving group assignments to students. The implementation of this strategy is based on the desire to develop the ability to collaborate among students. Through group assignments, students learn about the subject matter and hone their ability to interact effectively with their peers.

This strategy aims to encourage students to have strong interpersonal skills. Students are invited to work together to complete tasks or solve problems in the learning process. They learn to share ideas, listen to others' opinions, and find solutions. Indriyanti et al. (2017) emphasised that this strategy is essential in developing interpersonal intelligence, where students are trained to interact and cooperate with others (Indriyanti et al., 2017).

Kinesthetic intelligence strategy has been implemented by several Islamic education teachers in various elementary schools in Medan City, such as Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyatul Amaliyah Elementary School, and Brigend Katamso Private Elementary School. In its application, teachers give group assignments that require collaboration between students. For example, in learning about the "History of the Prophet Muhammad and the Companions," students are divided into groups to discuss the Prophet Muhammad's life journey and the Companions' contributions (Shearer, 2018).

Through this approach, students memorise historical facts and learn to respect others' opinions, work together in teams, and develop practical communication skills. Observations and interviews conducted at several primary schools in Medan City show

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that implementing this strategy helps enhance social interaction and cooperation among students, which enriches their learning experience.

By giving group assignments, Islamic education teachers in Medan ensure that the teaching and learning process focuses on the cognitive aspect and developing social skills essential for daily life. The students learn to work together to achieve a common goal, an essential social skill. This strategy also helps create a more dynamic and fun learning environment where peers value and support each student (Shearer, 2018).

The implementation of this strategy is also in line with educational principles that emphasise the importance of holistic learning. By involving kinesthetic aspects, students use their minds, bodies, and emotions in learning. The physical activities involved in group work, such as moving around to discuss or present work, help students associate learning with fun and memorable experiences (Shearer, 2018).

Furthermore, this strategy supports positive character building. Through cooperation, students learn about mutual respect, tolerance and empathy. They know how to resolve conflicts, manage differences of opinion, and find solutions that benefit all parties. These values are fundamental in shaping a person who is academically intelligent and emotionally and socially mature (Lee et al., 2017).

In the long run, implementing these kinesthetic intelligence strategies with group tasks can help students build relevant and valuable real-life skills. The collaborative skills they learn in school will be helpful in various aspects of life, both in further education and the world of work. Thus, this strategy helps students succeed in learning Islamic education and prepares them to become productive and contributing individuals in society (Kornhaber, 2019).

In summary, the cooperative learning strategy implemented by Islamic education teachers in primary schools in Medan City, by emphasising kinesthetic and interpersonal intelligence, provides many benefits. Through group work, students learn to work together, develop interpersonal skills, and enrich their understanding of the subject matter. This strategy enhances academic learning and helps character build and develop social skills essential for future success.

Intrapersonal Intelligence Strategy

Islamic religious education teachers in elementary schools in Medan City apply intrapersonal intelligence strategies by giving individual assignments to students to hone their learning independence and self-confidence. This strategy is essential in helping students understand themselves, develop independence in learning, and strengthen confidence in their work and results.

Intrapersonal intelligence strategies emphasise students' ability to recognise and understand themselves. Through individual tasks, students can explore their potential, identify their strengths and weaknesses, and learn how to overcome challenges independently. In several elementary schools in Medan City, such as Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, Islamic education teachers provide individual assignments as one of the methods to achieve this goal.

A concrete example of applying this strategy can be seen in the task given to students to find the letters of *waqaf* in the Qur'an. This task not only involves academic skills but also requires students to work independently, manage time, and be responsible for the
results of their work. By doing this task independently, students learn to believe in their abilities and feel the satisfaction of the results of their hard work (Kornhaber, 2019).

According to the observations, implementing this intrapersonal strategy in schools in Medan City proved to be effective in developing students' independence. Students frequently given individual assignments improved their self-confidence and ability to learn independently. They became more independent in completing their tasks and more confident facing academic challenges.

This strategy also plays a vital role in forming children's character. Childhood is when the foundation of personality and morals is laid or sown. Students are trained to recognise values such as responsibility, perseverance and integrity through individual tasks. The school environment plays a vital role in developing these skills, and teachers as educators have a great responsibility to help children build their intrapersonal intelligence early on (Husna et al., 2020).

In addition to honing independence and self-confidence, this strategy helps students develop optimal social skills. Although individual tasks emphasise self-development, a good understanding of oneself is a solid foundation for interacting with others effectively. Students can better cooperate and collaborate with others in various situations when they understand their strengths and weaknesses.

Islamic education teachers in Medan City also understand that this strategy is not only beneficial for students' academic development but also for their personal development. By assigning individual tasks, teachers help students learn to achieve good academic results and develop the ability to think critically, make good decisions, and face challenges confidently (Suprapto et al., 2017).

In the context of Islamic education learning, this strategy is very relevant. A deep understanding of religious values and their application in daily life requires good self-reflection. With individual assignments, students can reflect on their learning values and apply them in actual actions. For example, the assignment to find the letters of waqaf in the Qur'an is not only about recognising the symbols but also about understanding their meaning and how they are applied in the correct recitation of the Qur'an.

This approach also has a significant long-term impact on student character building. Students gradually develop a strong sense of personal responsibility as they learn to work independently and believe in their abilities. This responsibility is not only limited to academics but also extends to various aspects of their lives, including social behaviour, ethics, and morality (He et al., 2023).

Islamic education teachers in Medan City who implement this intrapersonal intelligence strategy understand that each student has uniqueness and potential. Students are given space to explore their interests and talents through individual assignments. They learn to identify what makes them unique and how they can develop that potential. This is crucial in building a healthy sense of self-esteem and confidence.

As part of the learning process, teachers provide constructive feedback on individual tasks done by students. This feedback is not just about assessing the result but also about appreciating the effort and process that the students go through. Thus, students feel valued and motivated to keep trying and learning better. Positive feedback also helps build students' confidence and intrinsic motivation (Azid & Yaacob, 2016).
This strategy also helps students in developing time management skills and self-discipline. Students must learn to manage their time well, plan, and complete tasks on time when given individual tasks. These skills are critical not only in the academic context but also in everyday life. Students with good self-discipline tend to be more successful in achieving their goals. In addition, students can better face and cope with stress by understanding themselves. They learn to recognise the signs of stress and find effective ways to manage their emotions. These skills are essential in dealing with the challenges they may face in the future, both in further education and in professional life (Kornhaber, 2019).

Islamic education teachers also play an important role as mentors and guides in this process. They assign tasks and provide guidance and support to help students succeed. Teachers help students see individual assignments as opportunities to learn and develop rather than as a burden. With a supportive and motivating approach, teachers help students see their potential and work towards achieving it. In schools such as Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School, the results of implementing this intrapersonal strategy have begun to be seen. Students have become more independent, confident and able to cope better with challenges. They show improvement in academic achievement as well as social and emotional skills. In the long run, these strategies help prepare students to be productive and contributing individuals. They are prepared to face academic challenges and have the skills to interact with others effectively, manage emotions, and make good decisions (Akkuzu & Akçay, 2011).

Thus, applying intrapersonal intelligence strategies by giving individual assignments by Islamic education teachers in primary schools in Medan City is a comprehensive and practical approach to developing students’ learning independence and self-confidence. This strategy helps students achieve academic performance and prepares them to become confident, independent, and strong character individuals. With teacher guidance and support, students learn to recognise and understand themselves, develop the skills necessary for success, and instil essential values in their lives.

**Musical Intelligence Strategy**

This strategy emphasises intelligence in tone and rhythm. This strategy is applied so students can learn to relax (Widiana & Jampel, 2016). However, not many Islamic religious education teachers use this strategy. There are only a few Islamic religious education teachers, including in Elementary Schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School). Islamic religious education teachers use background music in their lessons. Usually, the music played is Islamic, touching students’ feelings. Islamic religious education teachers play music at the beginning of learning as part of preliminary learning activities. In elementary schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School), Islamic religious education teachers use the Qur'an player so that students easily understand the material related to the theme of the Qur'an and Hadith. In elementary schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School), the Islamic religious education teacher plays or listens to
the recitation of surahs in the Qur'an on how to read them according to the rules of \textit{tajweed}.

Islamic religious education teachers use musical intelligence strategies in learning by playing Islamic music at the beginning of learning as an introduction because this strategy emphasises intelligence in tone and rhythm. According to Syafii et al., implementing this strategy aims to enable students to learn more relaxed. Islamic music played at the beginning of the lesson as part of the introductory learning activities has several essential benefits (Syafii et al., 2022). First, the Islamic music played can touch students' feelings. Through deep tones and rhythms, Islamic music helps create a calm and peaceful atmosphere so students can start learning with a more open heart and a clearer mind. This atmosphere greatly supports internalising the values taught in Islamic religious education. Second, using Islamic music at the beginning of learning can increase students' focus and concentration. Soft and meaningful music can help students reduce anxiety or external distractions, making it easier to concentrate on learning material (Husna et al., 2020).

Although this strategy has many benefits, only some Islamic religious education teachers apply it. In Medan City, only a few elementary schools, such as Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiiyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School whose Islamic religious education teachers use background music in their lessons. In these schools, Islamic religious education teachers use Qur'an player so that students can easily understand the material related to the theme of the Qur'an and Hadith. By playing or listening to the reading of the letters of the Koran, students can learn how to read the Koran according to the rules of recitation. Playing or listening to the reading of the letters of the Koran not only helps students understand the text more profoundly but also improves their reading according to the correct rules.

**Spiritual Intelligence Strategy**

The last strategy is the spiritual intelligence strategy. This strategy is the strategy most often applied by Islamic religious education teachers at elementary schools in Medan City (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiiyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School) because, indeed, the subject is Islamic religious education. The ultimate goal to be achieved in this subject is to help students become human beings who believe and fear Allah SWT and have noble character. According to Fidelis, no matter how many types of intelligence a person possesses, they are meaningless without spiritual intelligence. Emotional and spiritual intelligence are inseparable; without spiritual intelligence, emotional intelligence can lead individuals astray and into speculation. (Fidelis et al., 2024).

Islamic religious education teachers combine these strategies according to students' needs and situations to optimise the learning process and maximise each student's potential. This strategy is also supported by parents' involvement in stimulating children's multiple intelligences at home (Winarti et al., 2019). The various intelligence strategies not only target cognitive or spiritual aspects but also pay attention to numerous aspects of students' intelligence in a balanced and proportional manner (Fidelis et al., 2024).

Spiritual intelligence strategies applied by teachers, especially in the context of Islamic religious education in elementary schools in Medan City, include a holistic and
integrative approach. Islamic education teachers at Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiyyatul Amaliyah Elementary School, and Brigjend Katamso Private Elementary School focus on developing faith and piety to Allah SWT and noble character in students.

The foundation of this strategy is the recognition that spiritual intelligence is essential for providing true meaning and direction in a person's life. As Arkadas-Thibert and Lansdown suggest, other forms of intelligence are insignificant without the support of spiritual intelligence. Emotional intelligence must be coupled with spiritual intelligence to prevent confusion and speculative behavior in human life (Arkadas-Thibert & Lansdown, 2022).

Islamic education teachers implement spiritual intelligence strategies by combining diverse teaching methods for students' needs and situations. This approach aims to optimise the learning process and maximise the potential of each student (Zhou et al., 2024). Some of the methods often used include:

a. Thematic and contextual learning: linking subject matter to students' daily lives so that they can better understand and internalise religious values.

b. Worship habituation: involving students in routine worship activities such as praying in congregation, reading the Qur'an, and praying together. This helps form a strong spiritual character.

c. Example and wisdom: teachers provide good examples in attitude and behaviour and teach wisdom from the stories of prophets and Islamic figures.

d. Discussion and reflection: invite students to discuss the moral and ethical values taught in Islam and reflect on their application in daily life.

In addition to classroom strategies, parental involvement is significant in stimulating children's multiple intelligences at home. The hope of Islamic religious education teachers for parents is to support spiritual learning by familiarising themselves with Islamic values in daily life, such as teaching prayers, reading the Koran, and implementing good morals in the family (Rosadi et al., 2024).

Thus, this spiritual intelligence strategy touches on the cognitive and spiritual aspects and pays attention to the balance of various aspects of students' intelligence proportionally. This ensures that students are intellectually intelligent and have a solid spiritual foundation to live a meaningful and noble life.
IV. CONCLUSION

The application of multiple intelligences-based learning strategies in Islamic religious education learning in Medan City private elementary schools (Panca Budi Private Elementary School, Anbata Plus Elementary School, Shafiiyatul Amaliyah Elementary School, Brigjend Katamso Private Elementary School) adapts to students' intelligence tendencies. So, various teaching methods or strategies synergise with other types of intelligence. Internally, within the school scope, the application of multiple intelligences starts from the intelligence paradigm, which states that every child is intelligent and has different intelligences. Then, the input of students who think paradigmatically is considered intelligent. Some of these suggestions undergo a learning process based on students' primary intelligence, which indicates process-based assessment as a learning outcome. Learning outcomes that continue for students are realised in the context of outcomes, meaning that students will experience maximum competency achievement throughout their educational life, maximising their central intelligence (dominant multiple intelligence). In line with learning according to multiple intelligences, students' parents provide a lot of help, assistance, and stimulation in daily activities through their children's multiple intelligences. This research can contribute to educational literature about how Islamic religious education learning integrates Multiple Intelligence strategies. The results of this research help broaden teachers' and parents' understanding of the application of multiple intelligences theory in specific contexts. The study's limitations lie in the limited time available, so further research is needed.

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