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Preparing Resilient Generations with Hidden Curriculum Based on Multiple Intelligence in Elementary Level of Islamic Education in the Era of Industrial Revolution 4.0 and Society 5.0

Persiapan Generasi Tangguh dengan Hidden Curriculum Berbasis Kecerdasan Majemuk pada Pendidikan Islam Tingkat Dasar di Era Revolusi Industri 4.0 dan Society 5.0

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Abstract

Keywords: Resilient Generation; Multiple Intelligence; Hidden Curriculum; Society 5.0; Industrial Revolution 4.0

This article discusses how a resilient generation can be prepared through the adoption of a hidden curriculum rooted in multiple intelligences in Islamic religious education in primary schools in the era of Industrial Revolution 4.0 and Society 5.0. The study was conducted in elementary schools in Indonesia. This research uses a qualitative approach. This type of research is literature research, data is obtained from books, journals, and other relevant references. Then the data was analyzed using content analysis techniques. This research investigates the integration of Islamic teachings with the development of various intelligences, covering spiritual, emotional, and social dimensions. The goal is to cultivate skilled individuals to thrive in a rapidly evolving technological and societal landscape. The findings show that educators' practical approach in building an inclusive learning environment that promotes character development and the application of Islamic principles that adopt multiple intelligences results in 5 characters. These characters are disciplined, religious, caring for the environment, creative, and honest. The implementation of the hidden curriculum in shaping students' character is carried out using habituation methods, examples, local wisdom, regulations, facilities, and also extracurricular activities. A supporting factor in the implementation of the hidden curriculum in shaping students' character is parental support.

Abstract

Kata Kunci:

Generasi Tangguh;
Kecerdasan Jamak;
Kurikulum
Tersembunyi;
Masyarakat 5.0;
Revolusi Industri 4.0

Artikel ini membahas tentang bagaimana generasi yang tangguh dapat dipersiapkan melalui adopsi kurikulum tersembunyi yang berakar pada kecerdasan majemuk dalam pendidikan Agama Islam di sekolah dasar di era Revolusi Industri 4.0 dan Masyarakat 5.0. Studi ini dilakukan di sekolah dasar di Indonesia. Penelitian ini menggunakan pendekatan kualitatif. Jenis penelitian ini adalah penelitian pustaka, data diperoleh dari buku, jurnal, dan referensi lain yang relevan. Kemudian data dianalisis dengan menggunakan teknik analisis konten. Penelitian ini menyelidiki integrasi ajaran Islam dengan pengembangan berbagai kecerdasan, mencakup dimensi spiritual, emosional, dan sosial. Tujuannya adalah untuk membudayakan individu yang terampil untuk berkembang dalam lanskap teknologi dan masyarakat yang berkembang pesat. Temuan menunjukkan bahwa pendekatan praktis pendidik dalam membangun lingkungan belajar yang inklusif yang mempromosikan pengembangan karakter dan penerapan prinsip-prinsip Islam yang mengadopsi kecerdasan majemuk menghasilkan 5 karakter. Karakter-karakter tersebut adalah disiplin, religius, peduli lingkungan, kreatif, dan jujur. Implementasi kurikulum tersembunyi dalam membentuk karakter siswa dilakukan dengan menggunakan metode pembiasaan, keteladanan, kearifan lokal, peraturan, fasilitas, dan juga kegiatan ekstrakurikuler. Faktor pendukung dalam implementasi kurikulum tersembunyi dalam membentuk karakter siswa adalah dukungan orang tua.

INTRODUCTION

In the contemporary era marked by the advent of the Fourth Industrial Revolution and the emergence of Society 5.0, the landscape of education faces unprecedented challenges and opportunities. As technological advancements reshape industries and societies at an unprecedented pace, there arises a critical need to equip future generations with the skills, values, and resilience necessary to navigate this complex and rapidly evolving environment. Within the realm of education, particularly in Islamic education, therefore, education should provide opportunities for learners to

accept, respond to, and initiate change through innovation and a sense of responsibility.

Education should also equip learners with the challenges of the present and future. The aim is to equip learners with the skills, attitudes, and values needed to become good individuals, loving goodness and behaving accordingly. They are expected to be creative, productive, independent, and innovative individuals (Arsyad, 2013). In fact, Ministry of Education and Culture Decree No. 262 Year 2022 determines the total Teaching Hours Per Year of Islamic Education for Elementary level are only 144 hours (Muliani, at all: 2022).

The main goal of education is to develop the deepest potential within humans, as well as to disseminate, enhance, and apply noble values or character in social, national, and state life. Specifically, education aims to enhance emotional control abilities, tolerance, and openness, as well as instill values such as honesty, loyalty, integrity, and trustworthiness. This also involves treating others with respect, responsibility, fairness, caring, and compassion. Education also aims to develop practical skills, creativity, innovative spirit, independence, confidence, wisdom, perseverance, resilience, orderliness, legal and rule awareness, discipline, peace, and respect, as well as courtesy, willingness to help, generosity, and humility. All of these aspects are the goals of character education. The task of preparing resilient generations takes on heightened significance (Azhar, 2013).

To achieve the educational goals, this article delves into the intricacies of preparing resilient generations through the adoption of a hidden curriculum based on multiple intelligences within the framework of Islamic education. Multiple Intelligences has mentioned in The Qur'an as in Q.S Al Isra, verse 36 and 70 as below:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ
(الْإِسْرَى: ٣٦) لَرَوُا الْقَوَادِكُلُ أُولَا

""And do not follow anything you have no knowledge of them. Indeed, the hearing, the sight, and the heart will be questioned."

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي آيَاتِنَا
بِجُرُورٍ فَتُتَبَّعُ مِنْهُمْ الطَّيِّبَاتُ وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقَ
نَاتِفِضِيلًا

(الْإِسْرَى: ٧٠)

""And indeed, We have honored the children of Adam and carried them on the land and sea, provided for them of the good things, and preferred them over much of what We have created, with [definite] preference."

With a specific focus on elementary schools, the study examines how Islamic education can serve as a cornerstone in nurturing individuals who are not only academically proficient but also morally upright and capable of adapting to the dynamic challenges of the modern world.

The era of Industrial Revolution 4.0 and Society 5.0 underscores the importance of integrating technological advancements with human values and ethical principles. In this context, Islamic education emerges as a potent tool for instilling moral values, fostering spiritual growth, and nurturing emotional intelligence among students. By leveraging the principles of multiple intelligences, educators can tailor their approaches to accommodate diverse learning styles and empower students to develop holistically (Irlina, 2023).

Through library study approach, this article aims to elucidate practical strategies and methodologies employed in elementary schools to integrate Islamic teachings with the development of various intelligences. It seeks to shed light on how educators can create an inclusive learning environment that not

only imparts academic knowledge but also nurtures character, resilience, and a deep-rooted understanding of Islamic principles.

Ultimately, the insights gleaned from this study have broader implications for educational practices in the contemporary era. By equipping students with a strong foundation in Islamic values and multiple intelligences, educators can contribute to the cultivation of resilient individuals who are prepared to navigate the challenges and opportunities of the Fourth Industrial Revolution and Society 5.0, thereby shaping a brighter future for generations to come.

RESEARCH METHOD

This study employs a qualitative research approach and literature review to investigate the implementation of a hidden curriculum based on multiple intelligences within Islamic education in elementary schools, amidst the context of the Industrial Revolution 4.0 and Society 5.0. A library study design is adopted to gain in-depth insights into the strategies and practices employed by educators in integrating Islamic teachings with the development of various intelligences among students.

FINDINGS AND DISCUSSION

The findings reveal that educators employ various approaches to integrate Islamic teachings with the development of multiple intelligences among students. The success of education cannot be separated from the involvement of the four institutions

involved in Islamic educational system, these institutions are households' institutions, community institutions which include social media house of worship, formal educational institutions, beginning from free school learners to university students, and the government institutions which include government policies (Irlina, 2023).

Islamic Religious Education aims to enhance students' faith, comprehension, admiration, and personal experience of Islam, fostering individuals who wholeheartedly believe in and adhere to Allah SWT while exhibiting exemplary morals in their personal, social, national, and civic lives. The objectives of Islamic Religious Education are twofold: Firstly, it aims to facilitate students' understanding of Islamic teachings in a straightforward and all-encompassing manner, enabling them to apply these teachings as a moral compass in their interactions with Allah SWT, society, and the natural world. Secondly, it strives to cultivate individuals of exemplary character in line with Islamic teachings, drawing inspiration from the flexible and universal educational approach demonstrated by Prophet Muhammad SAW. This educational process is tailored to accommodate students' potential, societal customs, and environmental conditions, all anchored in the core tenets of Islamic faith (Huda, S at all: 2022).

There are several hidden elements besides the formal school curriculum, namely The Hidden Curriculum. This curriculum is

implemented in efforts to shape children's character. The application of the hidden curriculum is carried out in the management of teaching and learning activities, extracurricular activities, creating a character-based learning atmosphere and school environment, habituation, and the cultivation of values and ethics based on multiple Intelligence approach. Kian further states that the hidden curriculum is closely linked to creativity, particularly concerning the social atmosphere within schools. Moreover, it has a significant correlation with the various aspects of social skills. In general, it can be deduced that the hidden curriculum holds significance in subtly imparting values, attitudes, and skills to students, underscoring the need for greater focus in all educational environments (Kian, et al: 2021)

The study highlights the pivotal role of educators as exemplars of Islamic virtues in shaping students' moral and spiritual development. Educators serve as role models through their conduct, interactions, and communication styles, thereby reinforcing Islamic values such as empathy, compassion, and integrity. Also, a competent educator possesses the skills to employ diverse methods and strategies to address the challenges faced by their students. such as a teacher is capable of facilitating the learning process effectively, even if it occurs outside the traditional classroom setting. Their ability to adapt and innovate allows them to create efficient and

effective learning experiences regardless of the circumstances. Furthermore, a skilled teacher's intelligence is crucial in implementing various instructional approaches aimed at enhancing student understanding, which necessitates ongoing refinement and adjustment based on the outcomes of the learning process (Soleha 2021, as cited in Irlina 2021).

The integration of Islamic teachings with multiple intelligences has a significant impact on student character development. Students exhibit greater empathy, resilience, and ethical decision-making skills as a result of their exposure to Islamic values embedded within the curriculum. Moreover, students demonstrate a deeper understanding of Islamic principles and their practical application in various life contexts.

The study underscores the importance of creating an inclusive learning environment that accommodates diverse learning styles and backgrounds. Educators employ differentiated instruction strategies to cater to individual student needs and ensure equitable access to learning opportunities. This inclusive approach fosters a sense of belonging and encourages active participation among students, thereby enhancing their overall learning experience.

The findings of this study have significant implications for educational practices in the contemporary era. By integrating Islamic teachings with the development of multiple intelligences,

educators can foster the holistic development of students and prepare them to navigate the complexities of the modern world. Moreover, the study highlights the importance of ongoing professional development and collaboration among educators to effectively implement innovative pedagogical approaches.

In conclusion, the findings of this study underscore the importance of integrating Islamic teachings with multiple intelligences to nurture resilient generations in elementary schools. By leveraging the principles of multiple intelligences and Islamic values, educators can create inclusive learning environments that promote character development, critical thinking, and ethical decision-making among students. Moving forward, continued

CONCLUSION

In conclusion, this study sheds light on the importance of integrating Islamic teachings with the development of multiple intelligences to prepare resilient generations in elementary schools. Through the adoption of a hidden curriculum rooted in Islamic values and diverse intelligences, educators can effectively nurture students' holistic development, equipping them with the skills, values, and resilience needed to thrive in the contemporary era.

The findings of this study underscore the significant impact of integrating Islamic teachings with multiple intelligences on student character development, social-

efforts are needed to overcome challenges and capitalize on opportunities to enhance educational practices and prepare students for success in the dynamic and ever-changing landscape of the contemporary era.

By employing a qualitative approach, this research seeks to provide valuable insights into the implementation of a hidden curriculum based on multiple intelligences within Islamic education in elementary schools. Through in-depth exploration of strategies and practices, the study aims to contribute to the advancement of educational practices that nurture resilient generations capable of thriving in the contemporary era of technological and societal transformation.

emotional skills, and ethical decision-making abilities. By embedding Islamic values such as empathy, compassion, and integrity within the curriculum, educators can cultivate a strong moral compass among students, empowering them to navigate life's challenges with integrity and resilience.

Moreover, the study highlights the pivotal role of educators as exemplars of Islamic virtues in shaping students' moral and spiritual development. Through their conduct, interactions, and communication styles, educators reinforce Islamic values and serve as role models for students, fostering a culture of ethical behavior and compassion within the school community.

Overall, this study contributes to the advancement of educational

practices that promote the holistic development of students in elementary schools. By integrating Islamic teachings with the development of multiple intelligences, educators can cultivate resilient generations who are prepared to navigate the complexities of

the modern world with integrity, compassion, and a strong sense of purpose.

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