

LINGUISTIC INTELLIGENCE IN EDUCATIONAL LEARNING AT AL-ARAFAH PRIVATE MTS HAMPARAN PERAK

Bahtiar Siregar, S.Pd.I., M.Pd, Dr. Tumiran, M.Pd, Ismaraidha, S.Pd.I., M.Pd.I,
Dewi Pratiwi

Faculty of Islamic Religion and Humanities
University Pembangunan Panca Budi Medan

bahtiarsiregar@dosen.pancabudi.ac.id

ABSTRACT

Islamic Religious Education Learning Innovation is the existence of a new change in the Islamic Religious Education learning system towards improvement, which is different or different from the previous one, which is carried out intentionally or planned (not coincidentally) with the hope that a useful learning process will occur. both to students and to society. Intelligence is more often interpreted as a person's ability to understand something and the ability to be able to express opinions. The smarter someone is, the easier it is to understand an existing problem and the faster it is to solve the problem. This study aims to determine the application of the linguistic intelligence model to the students of MTs Swasta Al-Arafah Hamparan Perak. This research is qualitative and the methods used in this research are observation, interviews, and documentation. This data collection is used to analyze the data. From the observation stage, the preparation of lesson plans, carrying out learning, to the assessment stage all based on linguistic intelligence, the results were quite improved and caused more feedback than usual by teachers of Islamic Religious Education subjects at the school, to further improve the linguistic intelligence of students in the classroom. In other words, this linguistic intelligence-based learning system can also be applied in other classes. Where, the results of these innovations can improve the linguistic intelligence of students who are lacking in intelligence, as evidenced by the presence of more feedback from students in the learning process.

Keywords: Linguistic Intelligence, Islamic Religious Education Innovation

PRELIMINARY

In the process of human development, it is very important for every human being to gain broader insight and can be useful for every human being. The existence of human knowledge in general indicates a communication with reality with him in terms of ideas and consciousness. (Muliawan, 2008). Therefore, the state has an obligation to provide opportunities for its citizens to obtain their respective education rights without exception, including those who have differences in abilities (disabled). Education does not only prioritize children who have above average abilities and those

from the aristocratic class, but also must pay attention to children who are considered different and retarded from normal children as stated in Article 31 (1) of the Constitution.

In doing development, of course, we do it in a learning process inside the classroom or outside the classroom. Learning is a two-way communication that occurs between an educator and students in the classroom, where between educators and students there is intense communication or knowledge transfer that leads to a previously agreed target. (Al-Tabany, 2017).

Humans were created by Allah SWT perfectly. Humans are gifted with reason and mind, whereas no other creature has them. Behavior is a manifestation of the human mind itself, and as an indicator of understanding of reason and thoughts. In the Indonesian Dictionary, reason is defined as the power of thought, clever, clever. (Qadratillah, 2011). In other words, reason is an intelligence that is inherent in humans, where intelligence and humans are an inseparable aspect. In today's era, intelligence is the main benchmark in determining a person's success, and intelligence is based on how high a person's IQ (Intellegences Questions) is, because a person can be said to have high intelligence if the IQ value obtained and owned is high.

According to Udin Syaefudin Sa'ud's book, Innovation is something that is felt or noticed as something new for humans, whether it's a completely new invention or an invention that already exists but is not yet known by people. Innovation needs to be done so that learning in the classroom can run well and certainly not boring, innovation is also there because it is needed so that learning in the classroom can be used as a reference for learning, as long as learning in the classroom is considered quite conducive. Learning religious education is a discovery or renewal made by a teacher to his students in teaching and learning activities in the classroom in order to achieve a learning target so that learning in the classroom becomes effective. not solely determined by a series of IQ tests or from the cognitive aspect alone.

When we innovate, of course, we do it in a learning process in the classroom or outside the classroom. Learning is a two-way communication that occurs between an educator and students in the classroom, where between educators and students there is intense communication or knowledge transfer that leads to a previously agreed target. (Al-Tabany, Designing Learning Models, 2017). Islamic education is a conscious and

planned effort to shape students to have a physical and spiritual balance, and to have faith, knowledge, and charity at the same time. (Heri, 2014).

According to Achmadi, Islamic education is defined as all efforts to maintain and develop the original nature of humans and the resources that exist in humans towards the formation of perfect humans, namely the formation of humans who believe and are pious and have various abilities that are actualized in relation to Allah SWT. with fellow humans and the natural surroundings. The educational process can be formed through formal, non-formal, or informal education. In other words, education occurs in schools, communities, and families. (Heru Juabdin Sada, 2018)

Currently, there are students at Al-Arafah Private MTs Kelambir V Village Private MTs who look very active towards certain subjects or towards certain teachers, there are also those who are very passive and apathetic towards certain teachers and subjects. This variation is always experienced by every teacher. To deal with this kind of student situation, a teacher must have the ability to inspire and play the role of a motivator for students both individually and collectively. In various ways the teacher must play this role so that students who are apathetic/passive are more enthusiastic to participate in the learning process. (Tokan, 2013)

Literature Review

1. Development of Islamic Religious Learning

Development is basically the result of thinking that is characterized by new things, either in the form of certain practices or in the form of a product of a thought process and if technology is applied through certain stages that are believed and intended to solve problems that arise and improve things for the better. . (Asia, 2014)

Education is a word that we hear very often in everyday life. However, it is strange if education practitioners (Islamic Religious Education students) do not know the meaning of education itself. Most of them only interpret education according to theories without understanding the meaning of education itself. Religious education is a conscious (intentional), systematic, and continuous activity or effort to develop

human potential in the form of religion, giving religious characteristics (Islamic, Hinduism, Christianity, or others) and skills in accordance with the objectives of religious education.

Allah SWT has told us to make changes / renewals to get results that are in accordance with the efforts we have made, as in the word of Allah SWT.

Meaning: "For humans there are angels who always follow him in turn, in front and behind him, they guard him by Allah's command. Verily, Allah does not change the condition of a people until they change what is in themselves. and if Allah wills evil for a people, then no one can reject it; and there is no protector for them but Him." (Qs Ar-Rad: 11). (Al-Kautsa, 2009)

In the verse it has been explained that if we do not make changes, then Allah will not do it before his servants who try to move to make these changes. Before God changes our circumstances, of course we must also try to achieve what we want, including if we want changes in our lives, because if we just try without prayer it's a lie, even if we pray without trying it's the same lie. And Allah does not forbid us if we want to continue to seek knowledge while we are able to seek knowledge and practice it in our daily lives,

Meaning: "O congregation of jinn and humans, if you are able to penetrate (cross) the corners of the heavens and the earth, then cross it, you cannot penetrate it except with strength". QS. Ar-Rahman(55): 33 (Al-Kautsar, 2009)

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2. Theory of Multiple Intelligences

Multiple Intelligences (multiple intelligences) is a theory that has been discovered by Howard Gardner precisely in 1982. This theory has been developed over the last fifteen years by psychologist Howard Gardner who disagrees with the meaning of intelligent, because during the 20th century we as humans are used to associating the meaning of high intelligence with books, academics, and intellectual people, that's precisely why a person's intelligence is measured only by a set of IQ tests.

We have to find out what intelligence is most prominent in the child, by doing a search for intelligence in each child. In the theory of Multiple Intelligences, it is said that, in order for someone to show their abilities and be able to measure the weaknesses that exist within themselves. It is in this process that we can see the source of the child's intelligence. In this process, students must still be assisted in implementing it, be it from the school environment, home, teachers, and others.

3. Types of Intelligence

In his book, *Multiple Intelligences*, there are 7 kinds of intelligence plus 2 other intelligences, namely:

- a. Linguistic Intelligence. Linguistic intelligence is one type of intelligence that uses words effectively, both in spoken and written.
- b. Logic-Mathematical Intelligence. Logical-Mathematical Intelligence is the ability that deals with a series of reasons to recognize patterns and rules.
- c. Visual-Spatial Intelligence. Visual-Spatial Intelligence is intelligence that is associated with artistic talent, especially painting and architectural arts. Visual-spatial intelligence/image intelligence/spatial intelligence is defined as the ability to perceive the visual-spatial world in various forms.
- d. Physical-Kinesthetic Intelligence. Physical-Kinesthetic Intelligence is the ability to use the whole body in expressing ideas, feelings, and using hands to produce or transform something.
- e. Musical-Rhythmic Intelligence. Musical intelligence is the capacity for thinking in music to be able to hear patterns and recognize and possibly manipulate them.
- f. Intrapersonal Intelligence. Intrapersonal intelligence is the ability to understand oneself and act based on that understanding, namely the ability to understand oneself accurately including one's strengths and limitations, intelligence on moods, intentions, motivations, temperaments and desires, as well as the ability to self-discipline, understand, and respect oneself.

Cognitive scientists (with regard to knowledge) claim that our innate brain potential combined with experiences we have in childhood will result in at least a basic functional level of each type of intelligence. These levels can be increased and further developed—either intentionally or by chance—through the experiences we go through after childhood.

Linguistic Intelligence

“Linguistics” and “Language” are two different terms, but they have a very strong relationship. Linguistics would not exist without language because linguistics is a science that uses language as its object of study. Language has existed since humans existed so that they know each other, while linguistics was only recognized and recognized as a scientific science in the 19th century which was pioneered by Ferdinand de Saussure through a collection of lectures entitled "Cours de Linguistique Generale". The purpose of linguistics is to find a system (langue) based on the reality of a concrete or visible "language" (parole). Because as sophisticated and simple as any language must have an orderly system. (Literature, 2011)

So linguistic intelligence is a person's ability to process a word and use it effectively in an oral or written order. If this process goes well (without any obstacles), then a person can understand and use communication cues called language through a productive and receptive process. Therefore, this is where the role of the right teacher is very important in developing the potential that already exists in students.

The characteristics of children who have this intelligence include the following:

- 1) Learners hear and respond to every sound, rhythm, color and various word expressions;
- 2) Learners imitate the voice, language, reading, and writing of others;
- 3) Learners listen effectively, understand, decipher, interpret, and remember what is said;
- 4) Students are able to demonstrate the ability to master other languages;
- 5) Learners can use listening, speaking, writing, and reading skills to remember, communicate, discuss, explain, influence, create knowledge, construct meaning, and describe the language itself. (Munif Chatib, 2012)

From the explanation above, it can be concluded that, students who have this intelligence in Islamic Religious Education subjects, namely they can excel in Arabic, are able to memorize the Koran and Hadith easily, can deliver lectures in an interesting way.

RESEARCH METHODS

1. Research Approach and Research Place

In this study, the author uses a qualitative research approach, because it presents data in the form of words. Qualitative research methods, namely research methods based on postpositivism or enterpretive philosophy, are used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (a combination of observation, interviews, and documentation), the data obtained tend to be qualitative data, inductive/qualitative data analysis, and qualitative research results are to understand the meaning, understand the uniqueness of constructing phenomena, and find hypotheses. This research was carried out from November 2021 to February 2022. This research was carried out at the Private MTs Kelambir V Village. The primary data sources in this study were obtained through words and actions obtained by the author by conducting interviews and observing related parties, namely PAI subject teacher.

2. Data Collection Techniques

a) Observation

Observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation. (Sugiyono, 2017). Two of the most important are the processes of observation and memory. Data collection techniques with observation are used when the research is related to human behavior, work processes, natural phenomena and when the respondents who are observed are not too large. In terms of the implementation process of data collection, observations can be divided into Participant Observation and Non-Participant Observation, then in terms of the instruments used, observations can be divided into structured and unstructured observations. (Sugiyono, Educational Research Methods, 2017).

b) Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, and also if the researcher wants to precede things from more in-depth respondents and the number of respondents is small. Interview can be done structured or unstructured, and can be done face-to-face or by telephone. (Sugiyono, Educational Research Methods, 2017).

c) Documentation

Documentation is a record of events that have passed, documentation can be in the form of writing, pictures, or monumental works of someone. 6 document studies are complementary to the use of observation and interview methods in qualitative research. Research results from observations and interviews will be more credible/trustworthy if they are supported by a personal history of life in childhood, school, at work, in the community, or autobiography.

DISCUSSION

Learning activities are usually carried out in each student's classroom, because each class has its own class that is still in the school environment. In the classroom, there are also learning facilities that can be used for the implementation of conducive learning. The main subject or key informant in this study was the Islamic Religious Education Subject Teacher at the Private MTs Al-Arafah Hamparan Perak, namely as the implementer of Linguistic intelligence-based learning activities, namely R. The next additional informant to be asked for information was the Deputy Principal of the Curriculum section and MTs students Private Al-Arafah Silver Overlay.

The Deputy Principal who was used to provide additional information in collecting data, namely Is. The Deputy Head of the Curriculum Section will help provide data sources related to planning, implementation, evaluation, and obstacles in implementing Linguistic Intelligence-based learning in class VIII J. Then the results from interviews with WaKa will be used to triangulate related to preparation, implementation, evaluation carried out by teachers Subjects and obstacles that will be experienced in implementing Linguistic Intelligence-based learning. Apart from the Subject Teacher and Deputy Head of Curriculum section, the researcher also interviewed 5 students of class VIII Mts. The five children were chosen because of the reason that these students very rarely responded to what the subject teacher had explained in the classroom if the teacher asked questions, in other words, the 4 students were very difficult to actively speak when learning activities took place in the classroom.

From the observations, researchers can recognize the intelligence possessed by each person students in class. Thus, after the author made observations, the writer could temporarily find out which students tended to have linguistic intelligence or who did not have it in class. Learning Plans are prepared as plans that have been made by

educators before carrying out Teaching and Learning Activities (KBM) so that learning can run according to the plans that have been made by the teacher, and in the RPP of course there are elements that contain Linguistic Intelligence-based learning.

According to the results of interviews conducted on February 22, 2022, the teacher said that the excavation of this material was always carried out by Islamic Religious Education teachers in the classroom, to provoke students to speak first, to find out how well the students in the class understood and understood the material. which was submitted last week.

- 1) The teacher conveys what things he wants to discuss on that day, where the teacher conveys the title of the material, KD at that time, learning objectives, and conveys the learning system at that time, so that learning takes place effectively. In this delivery, the teacher tries to start fishing so that students start asking questions about anything related to learning that day.
- 2) After the educator has finished reading the learning objectives, etc., the time comes, namely learning, learning takes place using the linguistic intelligence system contained in the Learning Plan that has been made, when the researcher conducts research in the classroom, discussing governance. As it is known that the characteristics of students who have linguistic intelligence include: Hearing and responding to every sound, rhythm, color, and various expressions of words; Imitate the voice, language, reading and writing of others; Listening, reading including spelling, writing, and discussing; listen effectively, understand, summarize, interpret or explain, and remember what is said; Reading effectively, understanding, summarizing, interpreting, or explaining and remembering what is read; Speak effectively to a variety of audiences, multiple goals and know how to speak simple, passive, persuasive, or passionate at the right times; Write effectively, understand and apply rules, grammar, spelling. (Said, 2012).

CONCLUSION

Linguistic intelligence that exists in students, and assisted by compiling lesson plans that have been made by inserting activities related to linguistic intelligence. With the RPP it helps students to improve linguistic intelligence or even grow linguistic

intelligence for students who have not been seen in their linguistic intelligence. Implementation stage, in this stage the teacher has started to carry out Linguistic Intelligence-based learning activities, starting from apperception and motivation to the end of learning to students by incorporating Linguistic Intelligence elements in the implementation of these learning activities. Assessment Stage, at this assessment stage the teacher uses Authentic Assessment which includes the Cognitive, Affective, and Psychomotor domains.

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