

Implementation of Linguistic Intelligence in Islamic Religious Education Learning In Private Mts Al-Arafah Hamparan Perak

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ABSTRAC

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, preparing lesson plans, carrying out learning, to the assessment stage, everything is based on linguistic intelligence, the results of which are quite improving and causing more feedback than is usually done by teachers of Islamic Religious Education subjects at the school, to further improve the linguistic intelligence of students in class. 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*

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I. INTRODUCTION

Education is a very important need for every human being in order to gain a broader insight and can be useful for every human being. The existence of human knowledge in general indicates that there is communication with reality with him in terms of ideas and consciousness.¹ 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.

When we innovate, 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 target that has been previously agreed upon.²

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. In other words, reason is intelligence that is inherent in humans, where intelligence and humans are an inseparable aspect.³ 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 (Intelligences Questions) is, because a person can be said to have high intelligence if the IQ value obtained and owned is high.

¹ Jasa Ungguh Muliawan, *Epistemologi Pendidikan* (Yogyakarta: Gajahmada University Press, 2008), p. 21

² Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran*, (Jakarta: Kencana), 2017, p.19

³ Meity Taqdir Qadratillah, *Kamus Bahasa Indonesia Untuk Pelajar*, (Jakarta: Badan Pengembangan dan Pembinaan Bahasa), 2011, p. 9.

We as humans must have been created to have many common and different characteristics, of course, one of which is intelligence. Intelligence is more often interpreted as our ability as humans to be able to understand something and the ability to be able to express opinions, the smarter someone is, the smarter they are at understanding an existing problem and the faster it is to solve existing problems. According to Udin Syaefudin Sa'ud's book, Innovation is something that is felt or noticed as something new for humans, whether it is 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.

So, learning innovation is an invention 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. In fact, someone who has a high IQ is not always successful in life, because success a person is not solely determined by a series of IQ tests or from the cognitive aspect alone. Many other factors that support a person's success, including skills, opportunities, and expertise in managing emotions. Indeed, IQ tests that focus on academic intelligence can predict student success in school, but success in the real world includes more than just language skills and mathematical logic.

When we innovate, 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.⁴ 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.⁵ Whereas in another sense, Islamic education is an educational system that covers all aspects of life needed by the servants of Allah as Islam has become a guide for all aspects of human life, both in the world and in the hereafter. Whereas in another sense, Islamic education is an educational system that covers all aspects of life needed by the servants of Allah as Islam has become a guide for all aspects of human life, both in the world and in the hereafter.

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.⁶

Currently, there are students at the Private MTs Al-Arafah Klambir V Kebun Hamparan Perak Deli Serdang who seem very active towards certain subjects or towards certain teachers, some 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.

II. Research Methods

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 interpretive philosophy, are used to research on natural object conditions, 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, data analysis is inductive/qualitative, and qualitative research results are to understand the meaning, understand the uniqueness of constructing phenomena, and find hypotheses.

This research is planned to start from October 2021 to January 2022. This research was conducted at the Al-Arafah Private Islamic High School Hamparan Perak. The primary data sources in this study were obtained through words and actions obtained by the authors by conducting interviews and observing related parties, namely PAI subject teachers.

⁴ Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran*, (Jakarta: Kencana), 2017, p.19

⁵ Gunawan Heri, *Pendidikan Islam Kajian Teoritis dan Pemikiran Tokoh*, (Bandung: PT Remaja Rosdakarya), 2014, p. 9-10

⁶ Heru Juabdin Sada, Rijal Firdaos, Yunita Sari, Universitas Raden Intan Lampung, "Implementasi Nilai-Nilai Pendidikan Islam Dalam Budaya Nemui Nyimah Di Masyarakat Lampung Pepadun", *Al-Tadzkiyyah: Jurnal Pendidikan Agama Islam*, Volume 9, 2018. p.312

III. DISCUSSION

a. **Islamic Religion Learning Innovation**

Innovation comes from the English language, namely "Innovation" which means that everything is new or can be called renewal. Innovation is sometimes used in the sense of expressing an invention, because the new thing is a result of the invention. However, invention is also often referred to as "Discovery", "Invention", and "Innovation". Discovery is the discovery of something that actually exists, but is not yet known by many people.

Innovation is a renewal of ideas, ideas, and products in human life to achieve better goals. Innovation 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.⁷

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.

Islamic Religious Education Learning Innovation is 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.

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 turns, in front of 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).

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).

Invention is the discovery of something that is really still new, the discovery means that it is the result of human creation, the object that was found didn't really exist before, then it was made with the result of human creation. While innovation is an idea, item, event, method, which is felt or observed as something new for a person or group of people or society, whether it is the result of invention or discovery. Innovation is held to achieve certain goals or to solve a particular problem.

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 (deliberate), systematic, and continuous activity or effort to develop human potential in the form of religion, giving religious characteristics (Islam, Hinduism, Christianity, or others) and skills in accordance with the objectives of religious education.

b. **Theory of Multiple Intelligences.**

Multiple Intelligences (multiple intelligences) is a theory that has been discovered by Howard Gardner to be exact 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 human beings already accustomed to linking 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.

That every human being must try to hone every intelligence he has, so that intelligence can develop properly and can be applied in the school, home, and community environment. Allah will also provide what His servants need, and if we want to try and pray Allah will surely give it, especially for knowledge, while we can still seek that knowledge, then we must seek it from the cradle to the grave.

⁷ Nur Asiah, *Inovasi Pembelajaran*, (Bandar Lampung: AURA), 2014, p. 28

We must 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.

c. Types of Intelligence

According to Gardner in his book, Multiple Intelligences, there are 7 kinds of intelligence plus 2 other intelligences, namely:

- 1) Linguistic Intelligence. Linguistic intelligence is one type of intelligence that uses words effectively, both in speech and writing.
- 2) Logic-Mathematical Intelligence. Logical-Mathematical Intelligence is the ability related to a series of reasons to recognize patterns and rules.
- 3) 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.
- 4) 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.
- 5) Musical-Rhythmic Intelligence. Musical intelligence is the capacity for thinking in music to be able to hear patterns and recognize and possibly manipulate them.
- 6) 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 have after childhood.

d. 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.⁸

So linguistic intelligence is a person's ability to process a word and use it effectively in an oral or written order. The language process is a process that is displayed by humans in the ability and behavior of thinking, conversing, speaking, and expressing everything by voice. 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.⁹ The potential for language intelligence possessed by a student will remain a potential if it is not taught or not developed. Therefore, this is where the role of the right teacher is very important in developing the potential that already exists in students. In addition to teachers, parents also have an important role in language intelligence before children continue their education at school.¹⁰

e. Special Findings On Implementation Of Linguistic Intelligence In Learning Of Islamic Religious Education In Private Mts Al-Arafah Hamparan Perak

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 already available learning facilities that

⁸ Gusdi Sastra, *Neurolinguistik*, (Bandung: Alfabeta), 2011, p. 1.

⁹ Dedi Wahyudi, *Studi Penerapan Strategi Pembelajaran Berbasis Multiple Intelligences dalam Mata Pelajaran Pendidikan Agama Islam, Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro*

¹⁰ Munif Chatib, Alamsyah Said, *Sekolah Anak-Anak Juara: Berbasis Kecerdasan Jamak dan Pendidikan Berkeadilan*, (Bandung: KAIFA. 2012), p. 82.

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 Al-Arafah Hampan Perak Private MTs, 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. Waka 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 by the author 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 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 identify the intelligence possessed by each student in the class. Thus, after the writer 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.

a. 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.

b. 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 words; Imitate the voice, language, reading and writing of others; Listening, reading including spelling, writing, and discussing; listening effectively, understanding, summarizing, interpreting or explaining, and remembering 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.

IV. Conclusion

Linguistic intelligence that exists in students, and is 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 seen their linguistic intelligence. Implementation stage, at 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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