



# Multiple Intelligences-Based Learning Strategies taught by Islamic Religious Education Teachers in Elementary Schools

Feby Febrianti Asdin<sup>1\*</sup>, Madi<sup>2</sup>, Muhammad Ridwan<sup>3</sup>

<sup>1,2,3</sup>Faculty of Islamic Studies, Muhammadiyah University of Buton, Indonesia

\*email Correspondence: [febyfebriantiasdin@gmail.com](mailto:febyfebriantiasdin@gmail.com)

---

## Abstracts

*The Multiple Intelligences strategy also lies in its flexibility in accommodating various learning styles of students. With an approach that focuses on diverse intelligences, teachers can design learning that is more interesting and in accordance with the needs of each student. The purpose of this study was to determine the learning strategies based on multiple intelligences taught by Islamic Religious Education teachers to students at SD Negeri 13 Buton. This study used a descriptive qualitative approach with a case study method. This study aims to understand and describe the learning strategies based on Multiple Intelligences applied by Islamic Religious Education (PAI) teachers in Elementary Schools. The results of this study indicate that the application of learning strategies based on Multiple Intelligences in Islamic Religious Education at SD Negeri 13 Buton can improve students' understanding of teaching materials according to their respective intelligences. Linguistic, visual-spatial, kinesthetic, and interpersonal approaches have proven effective in creating more interesting, interactive, and meaningful learning. In addition, this method also helps develop communication skills, creativity, and social and religious values in everyday life, so that students not only understand Islamic concepts in theory, but are also able to apply them in practice.*

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

---



Copyright ©2024 Taksonomi: Journal of Basic Education Research

## 1. Introduction

Multiple Intelligences-based learning strategies are developed by considering the various types of intelligence that each student has. According to Howard Gardner's theory, there are eight main intelligences, namely verbal-linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalist (Wahyudi et al., 2023) (Sholihin et al., 2021) (Hasbi, 2022). In this strategy, teachers need to identify the dominant intelligence that each student has to create an appropriate learning method. Thus, learning becomes more effective and interesting, because each student gets a learning experience that suits their respective thinking styles and potentials (Nurhafizah & Syahrizal, 2023).

By implementing the Multiple Intelligences strategy, teachers can create a more interactive and interesting learning atmosphere for all students. This approach allows each individual to learn according to their best style and potential, thereby increasing the effectiveness of understanding the material (Syaikhu, 2020). In addition, this method also encourages students to be more active in exploring various ways of learning, so that they are not only fixated on one particular method (Nurhafizah &

Syahrizal, 2023). Thus, learning becomes more varied and enjoyable, which in the end can increase student motivation and learning outcomes (Hofur, 2021). In addition, this strategy also strengthens the relationship between teachers and students because teachers can better understand the needs and uniqueness of each individual in the class. By giving students the opportunity to learn according to their intelligence, they feel more appreciated and supported in developing their potential (Wekke, 2023). This not only has an impact on improving academic achievement but also forms the character of students who are more confident and independent. The implementation of the Multiple Intelligences strategy in elementary education can be an important step in creating more inclusive, student-centered, and modern learning (Huda, 2022).

The advantage of the Multiple Intelligences strategy also lies in its flexibility in accommodating various student learning styles. With an approach that focuses on diverse intelligences, teachers can design learning that is more interesting and appropriate to the needs of each student. For example, students with kinesthetic intelligence can learn through physical activities, while students with musical intelligence can understand concepts through songs or rhythms (Fauziyah et al., 2022). This makes learning more dynamic and not monotonous, so that students are more active and enthusiastic in participating in the learning process. In addition, this strategy also helps increase students' self-confidence because they can learn in a way that suits their respective strengths (Nidawati, 2022). When students feel appreciated and given the opportunity to express their abilities, they will be more motivated to develop their potential (Sodik et al., 2021). The Multiple Intelligences strategy also encourages collaboration between students with different intelligences, thus creating a harmonious and mutually supportive learning environment (Halimah, 2023). Thus, this strategy not only improves academic understanding but also forms better character and social skills.

Islamic Religious Education (PAI) teachers in Elementary Schools, the application of Multiple Intelligences-based learning strategies can help students understand Islamic values more effectively. For example, students with verbal-linguistic intelligence can learn through stories of the prophets and discussions of verses of the Qur'an, while students with kinesthetic intelligence can be invited to practice ablution and prayer movements directly (Umkabu, 2022). With this strategy, each student can understand and live the teachings of Islam according to their respective intelligence potentials. In addition, learning can be packaged with creative methods such as nasheed or Islamic songs for students with musical intelligence, as well as the use of visual media such as animated videos of the exemplary stories of the Prophet for students with visual-spatial intelligence (Pradikta, 2020). Students with interpersonal intelligence can be invited to work in groups to discuss moral values, while students with intrapersonal intelligence are given personal reflections through daily journals about the application of Islamic teachings in their lives. Thus, religious learning becomes more interactive and enjoyable for all students (Hasbi, 2022).

In teaching Islamic Religious Education (PAI) at SD Negeri 13 Buton, there are challenges in adjusting teaching methods to the diversity of student intelligence. Each student has different intelligence, such as linguistic, logical-mathematical, kinesthetic, musical, and others. However, the teaching methods that are still widely used tend to be conventional and focus more on lectures and memorization. As a result, students with certain intelligences feel less facilitated, so that their understanding and involvement in learning are less than optimal. The difference in approaches used in

teaching PAI and the needs of students' diverse intelligences creates a gap in understanding and interest in learning. Students who have visual-spatial, kinesthetic, or musical intelligence often have difficulty understanding the material if it is only delivered verbally. In addition, the limitations of learning media and the lack of training for teachers in implementing Multiple Intelligences strategies make learning less varied. This causes some students to become passive and less motivated to study religion in depth.

To overcome this problem, PAI teachers at SD Negeri 13 Buton can apply Multiple Intelligences-based learning strategies with a variety of methods that are appropriate to student intelligence. For example, for students with linguistic intelligence, teachers can give assignments to create Islamic stories, while for those with kinesthetic intelligence, teachers can apply practice-based learning methods such as worship simulations. In addition, the use of audio-visual media for students with musical and visual-spatial intelligence can also increase the effectiveness of learning. With this approach, each student will feel appreciated and motivated to learn according to their learning style, so that Islamic Religious Education learning becomes more enjoyable and meaningful.

The application of Multiple Intelligences in Islamic Religious Education learning not only improves students' understanding but also instills a love for religion through an approach that suits students' learning styles (Nasrulloh, 2020). This also encourages teachers to be more creative in developing learning methods, so that Islamic values can be conveyed in a more memorable and easily understood way by children from an early age. Research entitled Multiple Intelligences-Based Learning Strategies Taught by Islamic Religious Education Teachers to Students of Elementary School 13 Buton is important because each student has different intelligences according to the theory of multiple intelligences put forward by Howard Gardner. By understanding and implementing multiple intelligences-based learning strategies, Islamic Religious Education (PAI) teachers can develop teaching methods that are more effective, interesting, and in accordance with the potential of each student. This study also aims to explore how these strategies can improve students' understanding of religious values, morals, and character more optimally. In addition, the results of this study are expected to be a reference for educators in designing learning that is more inclusive and oriented to the needs and learning styles of students, especially in the environment of Elementary School 13 Buton.

## **2. Methods**

This study uses a descriptive qualitative approach with a case study method. This study aims to understand and describe Multiple Intelligences-based learning strategies applied by Islamic Religious Education (PAI) teachers in Elementary Schools (Miftahurrazi et al., 2023). Data were collected through direct observation in class, in-depth interviews with PAI teachers, and analysis of related documents, so that this study focuses more on an in-depth understanding of learning practices in the school environment. The data sources in this study consist of primary data and secondary data. Primary data were obtained through direct observation of learning activities at SD Negeri 13 Buton, interviews with Islamic Religious Education (PAI) teachers to understand the learning strategies applied, and discussions with students about their experiences in the Multiple Intelligences-based learning process. Meanwhile, secondary data were collected from various supporting documents, such as syllabi,

Learning Implementation Plans (RPP), textbooks used in PAI learning, and the Islamic religious education curriculum applicable at the school. In addition, this study also refers to various previous studies and relevant research to strengthen the analysis of the effectiveness of Multiple Intelligences-based learning strategies in improving student understanding and involvement in PAI learning.

The data in this study were collected through three main techniques, namely observation, interviews, and documentation (Sutarto, 2023). Observations were carried out directly in the classroom to observe how Islamic Religious Education teachers implement Multiple Intelligences-based learning strategies and how students respond to these methods. In-depth interviews were conducted with Islamic Religious Education teachers to obtain a more detailed understanding of the planning, implementation, and evaluation of the learning strategies used. In addition, documentation in the form of syllabus, lesson plans, and learning materials were analyzed to strengthen observation and interview data, thus providing a more comprehensive picture of the implementation of Islamic Religious Education learning in Elementary Schools.

The data obtained in this study were analyzed using qualitative data analysis techniques based on the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and drawing conclusions; 1) Data reduction is carried out by sorting and simplifying relevant information from the results of observations, interviews, and documentation. In this stage, data that has been collected from various sources is analyzed to identify parts that are directly related to Multiple Intelligences-based learning strategies in Islamic Religious Education. Irrelevant or repetitive information is eliminated so that the research is more focused and systematic. Thus, the remaining data is the core of the research findings that can provide a clear picture of the implementation of learning strategies by Islamic Religious Education teachers; 2) Data presentation is carried out in the form of narrative descriptions to describe the pattern of learning strategies applied by Islamic Religious Education teachers and students' responses to the method. The results of observations in class are presented in detail, including how teachers use methods that are appropriate to various multiple intelligences, such as visual, kinesthetic, or musical approaches. In addition, students' responses to learning methods are also analyzed, both in terms of their involvement in learning activities and their understanding of the material being taught. This presentation aims to provide a complete picture of the dynamics of Multiple Intelligences-based learning in Elementary Schools; 3) Drawing conclusions is done by interpreting the findings that have been analyzed to understand the effectiveness of Multiple Intelligences-based learning strategies in improving students' understanding and involvement in Islamic Religious Education learning in Elementary Schools. The conclusions drawn are based on the patterns that emerge from the data that have been presented previously. If the strategies implemented by teachers are proven to be able to improve students' motivation and understanding, then this can be the basis for recommending the method in broader Islamic Religious Education learning practices. Conversely, if obstacles are found in its implementation, this study can also provide suggestions for improvement so that learning strategies are more effective in the future.

### 3. Results and Discussion

#### 3.1 Results

Islamic Religious Education teachers at SD Negeri 13 Buton implement Multiple Intelligences-based learning strategies by optimizing students' various intelligences. For linguistic intelligence, teachers use storytelling methods, discussions, and reading verses of the Qur'an repeatedly to improve understanding. In the visual-spatial aspect, teachers utilize image media, videos, and mind mapping to clarify Islamic concepts. For students with kinesthetic intelligence, learning is carried out through educational games, drama, and worship practices such as ablution and prayer. Meanwhile, for interpersonal intelligence, teachers encourage cooperation in groups, discussions about Islamic values, and simulations of social interactions based on noble morals, so that learning becomes more effective and in accordance with the potential of each student.

#### Verbal-Linguistic Intelligence

Multiple Intelligences-based learning strategies in developing linguistic intelligence in Islamic Religious Education subjects at SD Negeri 13 Buton can be carried out with various methods that involve language skills. Teachers can guide teenagers and young people in reading and memorizing verses of the Qur'an with an understanding of the meaning, so that they do not only memorize mechanically but also understand the content of the message conveyed. In addition, writing Islamic stories, religious poems, or reflections after studying a religious material can be an effective way to express their understanding of Islamic teachings. This activity also trains them in conveying their thoughts in writing well. In addition, group discussions about the stories of the prophets or Islamic values can be an interesting method to improve speaking and critical thinking skills. Teachers can direct students to discuss the wisdom of each story and its relevance to everyday life, so that they are more actively involved in learning. By implementing this strategy, the learning process not only becomes more interesting, but is also able to accommodate students' linguistic intelligence, helping them understand and internalize Islamic teachings more deeply. This is in accordance with the interview with the Principal of SD Negeri 13 Buton who stated:

*"SD Negeri 13 Buton, we strive to implement a Multiple Intelligences-based learning strategy so that each student can learn according to their respective potential and intelligence. In the subject of Islamic Religious Education, especially in developing linguistic intelligence, teachers use various methods such as reading and memorizing verses of the Qur'an with an understanding of the meaning, writing Islamic stories or religious poetry, and group discussions about the stories of the prophets. This method helps students not only understand the material cognitively but also internalize Islamic values in their lives".*

Based on the results of the interview with the Principal of SD Negeri 13 Buton, the Multiple Intelligences-based learning strategy in the subject of Islamic Religious Education has been implemented well to develop students' linguistic intelligence. The approach used includes reading and memorizing verses of the Qur'an with an understanding of the meaning, writing Islamic stories or religious poems, and group discussions about the stories of the prophets and Islamic values. The application of this method has been proven to increase students' active participation in learning, strengthen their understanding of Islamic teachings, and encourage creativity in

expressing religious thoughts and experiences. In addition, positive impacts are also seen in the increase in students' memory and understanding of the Qur'an as well as their ability to think critically and communicate effectively. With these positive results, it is hoped that the Multiple Intelligences-based learning strategy can continue to be developed to create a more interactive and meaningful learning environment for students. This is in accordance with the interview with the Islamic Religious Teacher who stated:

*"In teaching Islamic Religious Education, especially in developing students' linguistic intelligence, I use various strategies that can improve their language skills. One of them is by guiding them to read and memorize the verses of the Qur'an with an understanding of the meaning, so that they do not only memorize but also understand the contents of the verses being studied. In addition, I also encourage students to write Islamic stories, religious poems, or reflections after studying a material. This method helps them express their understanding of Islamic values through writing."*

Based on the results of interviews with Islamic Religious Education Teachers at Elementary School 13 Buton, the implementation of Multiple Intelligences-based learning strategies in developing students' linguistic intelligence is carried out through various methods that emphasize language understanding and expression. Teachers guide students in reading and memorizing verses of the Qur'an with an understanding of the meaning, writing Islamic stories or religious poems, and reflecting after learning. Although there are challenges, such as differences in the ability to read the hijaiyah letters and students' difficulties in writing, teachers overcome them by providing additional guidance, using interesting methods such as games and songs, and building discussions before writing. With this varied approach, the learning process becomes more enjoyable and effective, so that students can develop their linguistic intelligence and understand Islamic teachings better.

### **Visual-Spatial Intelligence**

Multiple Intelligences-based learning strategies in developing visual-spatial intelligence in Islamic Religious Education (PAI) subjects at SD Negeri 13 Buton can be done by utilizing various interesting visual media. Teachers can use infographics, concept maps, or mind mapping to help students understand Islamic concepts more systematically and easily remembered. For example, when discussing the pillars of Islam and the pillars of faith, teachers can present diagrams or illustrations that clearly describe each point. In this way, students can more easily connect information visually and improve their understanding of the material presented. In addition, learning can also be packaged through creative activities such as drawing or making illustrations about the stories of the prophets and important events in Islamic history. Teachers can ask students to describe the Isra' Mi'raj event or the journey of the Prophet Muhammad SAW as a form of their understanding of the material that has been studied. In addition, watching educational Islamic films or animations can also be an effective strategy to increase students' interest in PAI. By presenting interesting visuals, students can better understand Islamic values and emulate the stories of the prophets and Muslim figures in more depth. This is in accordance with an interview with the Principal of Buton 13 Public Elementary School who stated:

*"At SD Negeri 13 Buton, we are committed to implementing learning strategies that are in accordance with the needs and potential of students, including a Multiple*

*Intelligences-based approach. For visual-spatial intelligence in Islamic Religious Education (PAI) subjects, teachers use various visual media such as infographics, concept maps, and mind mapping to help students understand the material better. For example, when discussing Islamic history or the concept of faith, teachers often present it in the form of interesting diagrams or illustrations to make it easier for children to understand."*

Based on the results of the principal's interview, the implementation of Multiple Intelligences-based learning strategies, especially visual-spatial intelligence in Islamic Religious Education (PAI) subjects at SD Negeri 13 Buton, has had a positive impact on students. Teachers utilize various visual media such as infographics, concept maps, and mind mapping to help students understand the material more systematically and interestingly. In addition, creative approaches such as drawing illustrations of the stories of the prophets and watching Islamic films or animations are also applied to increase the appeal of learning. As a result, students become more enthusiastic and active in following lessons, and are able to understand Islamic concepts better. This approach not only improves students' understanding of PAI materials, but also helps them develop visual-spatial intelligence which is useful in various other aspects of learning. This is in accordance with the interview with the Islamic Religious Teacher who stated:

*"In teaching Islamic Religious Education, I always try to use an approach that suits the learning characteristics of students, including strategies based on visual-spatial intelligence. I often use media such as infographics, concept maps, and mind mapping to explain the material so that it is easier to understand. For example, when explaining the pillars of Islam and the pillars of Faith, I create colored diagrams that help students remember each point more clearly."*

Based on the results of interviews with Islamic Religious Education teachers, the implementation of visual-spatial intelligence-based learning strategies at SD Negeri 13 Buton has had a positive impact on students' understanding and interest in learning. Teachers utilize various visual media such as infographics, concept maps, and mind mapping to help students understand Islamic Religious Education material more clearly and in a structured manner. In addition, creative methods such as drawing illustrations of the stories of the prophets and watching Islamic films and animations are also applied to increase the appeal of learning. With this approach, students become more enthusiastic, active in discussions, and more easily remember and understand the Islamic values taught. This shows that the use of visual-spatial intelligence-based strategies can be an effective solution in improving the quality of Islamic Religious Education learning in schools.

### **Bodily-Kinesthetic Intelligence**

Multiple Intelligences-based learning strategies in Islamic Religious Education at SD Negeri 13 Buton, especially to develop kinesthetic intelligence, are carried out using methods that involve physical activity and direct practice. Teachers teach worship such as ablution, prayer, and tayamum with a direct practice approach, where students not only hear the theory, but also practice it repeatedly until they understand the correct procedures. In addition, the role simulation method in Islamic drama or Islamic historical stories is applied so that students can experience the direct experience of the figures they are studying, so that learning becomes more alive and meaningful. In addition to practicing worship and role simulation, teachers also encourage student

creativity through activities such as making Islamic-themed calligraphy or crafts. This activity not only trains fine motor skills, but also strengthens their understanding of Islamic teachings in a more visual and artistic form. With this approach, learning becomes more enjoyable and in accordance with the characteristics of students who have kinesthetic intelligence, so that they can more easily absorb the material and apply it in everyday life. This is in accordance with the interview with the Principal of SD Negeri 13 Buton who stated:

*"At SD Negeri 13 Buton, we strongly support the implementation of Multiple Intelligences-based learning strategies, especially in Islamic Religious Education. To develop kinesthetic intelligence, teachers use methods that involve direct activities, such as practicing ablution, prayer, and tayamum, so that students can understand the procedures correctly through direct experience."*

Based on the results of the principal's interview, the implementation of Multiple Intelligences-based learning strategies, especially in developing kinesthetic intelligence in Islamic Religious Education subjects at SD Negeri 13 Buton, is carried out through various methods involving physical activity and direct practice. Teachers not only provide theory, but also guide students in worship practices such as ablution, prayer, and tayamum so that they understand the procedures correctly. In addition, learning is made more interactive with role simulations in Islamic dramas and Islamic historical stories, which help students understand religious values through direct experience. Students' creativity is also developed through activities such as making Islamic-themed calligraphy and crafts, which not only train fine motor skills, but also strengthen their understanding of Islamic teachings. With this approach, it is hoped that religious learning will be more effective, interesting, and in accordance with the characteristics of students who have kinesthetic intelligence. This is in accordance with the interview with the Islamic Religious Teacher who stated:

*"In teaching Islamic Religious Education, I try to apply strategies that are in accordance with the characteristics of students, especially for those who have kinesthetic intelligence. One of the main methods I use is direct practice in worship such as ablution, prayer, and tayamum, where students not only hear the theory, but also do each movement directly until they really understand the procedure."*

Based on the results of the Islamic Religious Education Teacher interview, the learning strategy based on kinesthetic intelligence at SD Negeri 13 Buton is implemented through methods involving physical activity and direct practice. The teacher ensures that students not only understand the theory, but are also able to practice worship such as ablution, prayer, and tayamum correctly through direct guidance. In addition, learning is made more interactive with role simulations in Islamic dramas or Islamic historical stories, so that students can feel a more real and in-depth learning experience. Creative activities such as making Islamic-themed calligraphy or crafts are also used to hone creativity and strengthen students' understanding of Islamic teachings. With this approach, it is hoped that students will be more enthusiastic in learning, able to absorb the material well, and apply it in everyday life.

### **3.2 Discussion**

Multiple Intelligences-based learning strategies in Islamic Religious Education subjects at SD Negeri 13 Buton are applied to accommodate the various intelligence potentials of students. One of the intelligences developed is linguistic intelligence,



which is related to students' ability to understand, use, and process language effectively. Teachers apply various methods such as reading and memorizing verses of the Qur'an with an understanding of the meaning so that students do not only memorize mechanically but also understand the message contained in the verse. Students are encouraged to write Islamic stories, religious poems, or reflections after studying a material. This activity aims to train them in expressing religious understanding through writing and increasing creativity in conveying Islamic moral messages. Teachers also facilitate group discussions on stories of prophets or Islamic values, which provide opportunities for students to practice speaking, listening, and expressing their opinions well. With this strategy, learning is not only centered on memorization, but also builds a deeper and more applicable understanding. This method helps students develop their linguistic intelligence more optimally and improve communication skills in the context of Islamic values (Purnomo & Loka, 2023). In addition, through reading, writing, and discussion activities, students become more active in the learning process and can relate the material being studied to everyday life.

Multiple Intelligences-based learning strategies in Islamic Religious Education (PAI) at SD Negeri 13 Buton can be applied by adjusting teaching methods to students' intelligence. For students with visual-spatial intelligence, teachers can use various visual media such as infographics, concept maps, or mind mapping to make the material easier to understand. For example, when explaining the pillars of Islam or the pillars of faith, teachers can display attractive and colorful diagrams to help students remember the concepts better. In addition, teachers can encourage students to create illustrations or pictures that depict the stories of the prophets and important events in Islamic history. In this way, students not only hear and read the story, but also express it in a visual form that can strengthen their understanding. For example, after hearing the story of Prophet Noah and his ark, students can draw a scene of a large ship that saves humans and animals from the flood. Another strategy is to utilize audio-visual media, such as watching Islamic educational films or animations. Films that tell the history of Islam, moral values, or stories of the prophets can help students understand Islamic teachings more concretely and interestingly (Zakariyah & Hamid, 2020). Teachers can also hold discussions after watching to explore students' understanding of the material presented in the film. In this way, Islamic Religious Education learning becomes more interactive and in accordance with the needs of students who have visual-spatial intelligence.

Multiple Intelligences-based learning strategies in Islamic Religious Education (PAI) at SD Negeri 13 Buton, especially for kinesthetic intelligence, can be applied through direct practice in worship. Teachers can guide teenagers and young people in performing ablution, prayer, and tayamum in real life, so that they not only understand the theory, but also get used to doing the correct movements. This approach helps students who learn more easily through physical activity and direct experience, so that they can remember the procedures for worship better. In addition, teachers can use role-playing methods in Islamic dramas or Islamic historical stories. For example, students can play the role of Islamic figures such as the Prophet Muhammad SAW, companions, or famous scholars in certain scenarios. In this way, they can better appreciate Islamic values, understand the historical context, and develop communication skills and self-expression. This activity also makes learning more interesting and interactive, thus increasing student involvement in understanding

Islamic teachings. Creative activities such as making Islamic-themed calligraphy or crafts can also be an effective strategy. Teachers can invite students to write verses of the Qur'an in the form of calligraphy or make miniature mosques from simple materials. This activity not only trains their fine motor skills but also strengthens their love for Islamic art (Uccang et al., 2022). With these various kinesthetic approaches, Islamic Religious Education learning becomes more fun, easier to understand, and in accordance with the needs of students who have kinesthetic intelligence.

#### 4. Conclusion

Multiple Intelligences-based learning in Islamic Religious Education at SD Negeri 13 Buton provides an opportunity for each student to understand the material according to their intelligence potential. With linguistic, visual-spatial, kinesthetic, and interpersonal approaches, teachers can create a more varied and enjoyable learning atmosphere. This strategy not only helps improve students' understanding of Islamic teachings, but also develops their skills in various aspects, such as communication, creativity, motor skills, and social interaction. By implementing methods that are appropriate to each student's intelligence, the learning process becomes more inclusive and effective. Students who have linguistic intelligence can focus more on verbal aspects, while those who are more visual or kinesthetic can understand the material through appropriate media and activities. In addition, interpersonal intelligence developed through cooperation and group discussions helps students build Islamic character in everyday life. Thus, the Multiple Intelligences approach in Islamic Religious Education learning not only improves academic understanding, but also forms a better personality in accordance with Islamic values.

#### References

- Fauziyah, R. N., Suhardi, A. D., & Hayati, F. (2022). Strategi Guru dalam Menerapkan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (PAIKEM) pada Pembelajaran Pendidikan Agama Islam di SDN X Astanaanyar Kota Bandung. In *Jurnal Riset Pendidikan Agama Islam* (Vol. 1, Issue 2, pp. 120–126). Universitas Islam Bandung (Unisba). <https://doi.org/10.29313/jrpai.v1i2.547>
- Halimah, H. (2023). Studi Analisis Pendidikan Islam sebagai Sistem Sosial dalam Materi Pendidikan Agama Islam yang Diajarkan oleh Guru Beragama Kristen Di SDN 1 Desa Karya Bersama. In *Journal of Education Research* (Vol. 4, Issue 1, pp. 302–309). Perkumpulan Pengelola Jurnal PAUD Indonesia. <https://doi.org/10.37985/jer.v4i1.153>
- Hasbi, H. (2022). Pelaksanaan Pembelajaran Pendidikan Agama Islam dengan Strategi Multiple Intelligences di SDIT Riau Global Pekanbaru. In *TA'DIBAN: Journal of Islamic Education* (Vol. 1, Issue 2, pp. 31–40). Sekolah Tinggi Ilmu Tarbiyah Hidayatullah Batam Kepulauan Riau. <https://doi.org/10.61456/tjie.v1i2.39>
- Hofur, H. (2021). Konsep Multiple Intelligences Perspektif Al-Quran/ Hadis dan Implikasinya Terhadap Pembelajaran Pendidikan Agama Islam. In *Tarbawi : Jurnal Pendidikan Islam* (Vol. 17, Issue 2). Centre for Research and Community Development - Islamic University of Nahdlatul Ulama Jepara. <https://doi.org/10.34001/tarbawi.v17i2.1647>
- Huda, F. I. H. (2022). Pembentukan Karakter Religius Berbasis Neurosains: Konstruksi Upaya Guru dalam Pembelajaran Pendidikan Agama Islam. In *Jurnal Pendidikan*

- Agama Islam Al-Thariqah* (Vol. 7, Issue 2, pp. 491–502). UIR Press. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).11138](https://doi.org/10.25299/al-thariqah.2022.vol7(2).11138)
- Miftahurrazi, M., Zurqoni, Z., & Salehudin, M. (2023). Strategi Penanaman Konsep Diri Berbasis Pembelajaran Pendidikan Agama Islam. In *Jurnal Tarbiyah dan Ilmu Keguruan Borneo* (Vol. 4, Issue 1, pp. 45–55). UINSI Samarinda. <https://doi.org/10.21093/jtikborneo.v4i2.6572>
- Nasrulloh, M. E. (2020). Strategi Pembelajaran Berbasis Masalah Dalam PAI Sebagai Upaya Mencegah Perkelahian Siswa. In *Andragogi: Jurnal Ilmiah Pendidikan Agama Islam* (Vol. 2, Issue 1, p. 1). Universitas Islam Malang. <https://doi.org/10.33474/ja.v2i1.4856>
- Nidawati, N. (2022). Strategi Peningkatan Profesionalisme Guru dalam Pembelajaran. In *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* (Vol. 12, Issue 4, p. 918). Universitas Islam Negeri Ar-Raniry. <https://doi.org/10.22373/jm.v12i4.17210>
- Nurhafizah, & Syahrizal, H. (2023). Inovasi Guru Dalam Mengembangkan Pembelajaran Anak Usia Dini Berbasis Multiple Intelligences. In *Jurnal DZURRIYAT: Jurnal Pendidikan Islam Anak Usia Dini* (Vol. 1, Issue 2, pp. 33–46). Yayasan Pendidikan Dzurriyatul Quran. <https://doi.org/10.61104/jd.v1i2.35>
- Pradikta, A. (2020). Strategi Pembelajaran Pendidikan Agama Islam Bagi Siswa Autis Di SLB Putra Idhata Kabupaten Madiun. In *Thawalib / Jurnal Kependidikan Islam* (Vol. 1, Issue 2, pp. 75–86). STAI Publisistik Thawalib Jakarta. <https://doi.org/10.54150/thawalib.v1i2.11>
- Purnomo, E., & Loka, N. (2023). Strategi Pembelajaran Pendidikan Agama Islam dalam Menghadapi Era Society 5.0. In *Symfonia: Jurnal Pendidikan Agama Islam* (Vol. 3, Issue 1, pp. 69–86). Institut Agama Islam Al-Qur'an Al-Ittifaqiah Indralaya. <https://doi.org/10.53649/symfonia.v3i1.33>
- Rahim, A. (2020). Peran Tahfidzul Quran terhadap Pembentukan Karakter Santri Pondok Pesantren Hidayatullah Baubau. *Syattar*, 1(1), 45-57.
- Sholihin, M. F., Hakim, M. S. T., & Fitri, A. Z. (2021). Pengembangan Kecerdasan Emosional Siswa: Strategi Guru Pendidikan Agama Islam dalam Pembelajaran Berbasis Alam. In *Jurnal Pendidikan Agama Islam Al-Thariqah* (Vol. 6, Issue 2, pp. 168–184). UIR Press. [https://doi.org/10.25299/al-thariqah.2021.vol6\(2\).8036](https://doi.org/10.25299/al-thariqah.2021.vol6(2).8036)
- Sodik, N., Oviyanti, F., & Afgani, M. W. (2021). Strategi Meningkatkan Kinerja Guru Pendidikan Agama Islam Melalui Program Guru Penggerak. In *AL-WIJDÂN Journal of Islamic Education Studies* (Vol. 6, Issue 2, pp. 136–149). Universitas Islam Raden Rahmat Malang. <https://doi.org/10.58788/alwijdn.v6i2.963>
- Sutarto, S. (2023). Strategi guru untuk meningkatkan keterampilan 4c's (kolaborasi, komunikasi, berpikir kritis dan kreatif) dalam pembelajaran pendidikan agama islam. In *JPPI (Jurnal Penelitian Pendidikan Indonesia)* (Vol. 9, Issue 3, p. 1543). Indonesian Institute for Counseling, Education and Therapy. <https://doi.org/10.29210/020232187>
- Syaikhu, A. (2020). Strategi Pembelajaran Berbasis Multiple Intelligences. In *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah* (Vol. 2, Issue 2, pp. 59–75). Universitas Al-Falah As-Sunniah Kencong Jember.

<https://doi.org/10.36835/au.v2i2.416>

- Uccang, M. R., Buhaerah, & Aras, A. (2022). Tantangan dan Strategi Guru Pendidikan Agama Islam Kontemporer dalam Menginternalisasikan Nilai-nilai Pendidikan Agama Islam Kepada Peserta Didik. In *Al-Ishlah: Jurnal Pendidikan Islam* (Vol. 20, Issue 1, pp. 79–98). Institut Agama Islam Negeri Parepare. <https://doi.org/10.35905/alishlah.v20i1.2729>
- Umkabu, T. (2022). Strategi Pembelajaran Pendidikan Agama Islam (PAI) Berbasis Keteladanan di Pendidikan Dasar dan Menengah. In *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, dan Humaniora* (Vol. 3, Issue 3). Universitas Nurul Jadid. <https://doi.org/10.33650/trilogi.v3i3.5910>
- Verawati, W. O. C., Fazila, N., Safila, D., Sherly, S., Yusnan, M., & Alhasan, S. E. (2023). Orientasi Smart Parenting dalam Membangun Tumbuh Kembang Peserta Didik. *Tematik: Jurnal Penelitian Pendidikan Dasar*, 2(1), 91-94.
- Wahyudi, A. T., Suryani, K., & Rohmaningtyas, N. (2023). Penerapan Konsep Pendidikan Berbasis Multiple Intelligences Munif Chatib dalam Strategi Pembelajaran Pendidikan Agama Islam. In *JlIP - Jurnal Ilmiah Ilmu Pendidikan* (Vol. 6, Issue 12, pp. 9873–9878). Ainara. <https://doi.org/10.54371/jiip.v6i12.2834>
- Wekke, I. S. (2023). Media Pembelajaran Pendidikan Agama Islam Berbasis Teknologi Informasi. In *Pengembangan Desain Pendidikan Agama Islam*. PubPub. <https://doi.org/10.21428/11c4973d.060ae469>
- Zakariyah, A., & Hamid, A. (2020). Kolaborasi Peran Orang Tua dan Guru dalam Pembelajaran Pendidikan Agama Islam Berbasis Online di Rumah. In *Intizar* (Vol. 26, Issue 1, pp. 17–26). State Islamic University of Raden Fatah Palembang. <https://doi.org/10.19109/intizar.v26i1.5892>