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The implementation of multiple intelligences on learning process at Smpit and Sdit Madani Islamic school of Cilegon Banten province Indonesia

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Abstract

The aim of this research is to know the comprehension of multiple intelligences by headmaster and teacher at SMPIT and SDIT Madani Islamic School of Cilegon. Also to know the implementation of multiple intelligences on learning process at SMPIT and SDIT Madani Islamic School of Cilegon. Delivering learning strategy by using multiple intelligences approach is different with another learning strategy. Researcher uses qualitative approach to find and understand a thing that cover behind phenomenon that difficult to know and to understand. This approach is expected to be able to give the explanation completely and detail about phenomenon which become the focus on this research. The implementation of multiple intelligences at SMPIT and SDIT Madani covers three phases these are: input phase, process phase, and output phase. Input phase is primary identification of intelligence through early psychotic test and observe daily activity of students. Process phase did by using multiple intelligences strategy in various approaches which appropriate to students' intelligence. The last phase is output phase, it uses three kind of assessment these are; cognitive, affective, and psychomotor. This research expected to increase the science, especially the implementation of multiple intelligences on learning process, and to give contribution to other, especially teacher and headmaster, science developer, and also the next researcher.

Keywords: Implementation, Multiple Intelligences, SDIT, SMPIT, and Cilegon

Introduction

Intelligence is a major factor that determines students' successful and students' failure of learning process at school. The students who have low intelligence or below standard is difficult to reach high achievement. But, there is no assurance that students who have high intelligence will be successful on learning at school automatically.

A success in education could not separate to ongoing learning process, it includes several components that to another. The components are teacher, student, material, instrument, and learning method. On learning process, a teacher is emphasized to create and use various methods. So, the learning process is not monotonous for students. As far, the teacher is still to be the central of learning process, not the students. The students are only sit, listen, take a note and memorize all thing that given by the teacher. This pattern causes the students lack of actualize themselves and learning process become lack of activity and unattractive.

The educational sector as a place to understand, read, recognize personality, skill, and to know the level of competence is an ideal and significance area. But, the problem is on regulation and process of the area itself. It is ineffective and inefficient yet for the necessity and eagerness of society. Education is only a process of transferring knowledge and it does not touch the basic of education yet. For examples, exploring personality, potential, and mental that capable to face rigorous era. Teachers need to have knowledge about who is the student and how is the characteristic when do a learning process at school. Students have certain background that decide the successful on learning process.

As an educator, teacher has to give guidance according to the good principle and make the development of students, compatible to the main purpose. Teacher takes a role on understanding multiple intelligences to reach a good result of learning process. Especially for subject teacher, they have to be able to process the lesson kindly and utilize the multiple intelligences that students' have to reach the purpose of learning process.

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Gardner (1983:11) stated that every people have all of these intelligences, but only several become dominant. The problem on education is when people who have intelligence in exact science, he or she avowed as a smart people. Also with people who have linguistic intelligence, he or she avowed as a good speaker. But, survey prove that the introvert people and liking exact science will be a success people and become a leader for people who good in speaking ability.

Intelligence is not only related to individual intelligence, but also it related to multiple intelligences. Through Multiple Intelligences theory, could avoid to judge another only from intelligence overview. Multiple Intelligences theory is oriented to increase students' ability. It is not oriented to the idealism of teacher and parent.

The learning paradigm is oriented to establish a proper intelligence that refers to growth the human brain totally. Nowadays, the reality on learning process shows that teaching learning activity is more concern to the achievement of curriculum than create the smart student completely. Finally, the students are loaded with much information without giving them a chance to study and observe critically. So they can give positive response. They reputed as a blank paper which could accept any information and science.

The education pattern that occurs today is still concern to similarity and measurement to smart students that only focus on IQ. In discovering students' intelligence, it is seldom to do as a basic to start every learning plan, strategy, approach, and evaluation that settled. Willingness of interest, talent, and basic skill are not become an intact part. On Multiple Intelligences theory, Gardner develop nine kinds of intelligences, these are; visual/spatial, verbal/linguistic, mathematical/logical, bodily/kinesthetic, musical/rhythmic, intrapersonal, interpersonal, naturalist, existentialist. Based on Multiple Intelligences theory, teacher should growth students' achievement entirely. It means not only several intelligence, but also whole potential intelligence of all the students.

Multiple Intelligences concept focused on unique field that always find superiority of every student. Increasingly, this concept believes that there is no dull student. It is because every student must have minimum one of superiority. The superiority could be detected on the beginning. Automatically, that superiority is a potential intelligence of the students which could be a base to encourage students' intelligence. In addition, the teacher with special competence in intelligence could increase students' intelligence. This is the main problem to apply Multiple Intelligences concept from learning process overview.

SMPIT and SDIT Madani Islamic School of Cilegon, use the multiple intelligences as a learning strategy for students that integrated to early curriculum. SMPIT and SDIT prove that multiple intelligences strategy could be given and accepted by the students. Delivering learning strategy by using multiple intelligences approach is different with another learning strategy. Multiple intelligences on learning process should be appropriate with students' psychological, free to express something, and try a new thing that suitable with students' intelligence.

Based on framework above, the formulation of this research is to know the comprehension of multiple intelligences by headmaster and teacher at SMPIT and SDIT Madani Islamic School of Cilegon. Also to know the conceptual framework and the implementation of multiple intelligences on learning process at SMPIT and SDIT Madani Islamic School of Cilegon.

This result of the research is expected to be useful as theoretically and practically by the people. Theoretically the result of this research also expected to increase the science, especially the implementation of multiple intelligences on learning process. Practically, the result of this research is expected to give contribution to other, especially teacher and headmaster, science developer, and also the next researcher.

Literature Review

The discussion of multiple intelligences has find on many books or field researches. Furthermore, to discuss the problems above, the writer illustrated some books that relevant to it.

Andrian Gandasari, the thesis entitled "The development of science module at elementary school by using multiple intelligence approach". Andrian stated that except the achievement on learning, the module which use multiple intelligences concept is able to develop students' interest, it achieve about 83,8% toward science lesson and raising average of analytic pretest from 13,67% become 23,73% after post-test.

Imamul Muttaqin, the thesis entitled "Analysis of multiple intelligences on learning PAI at SD Islam Nurul Fikri Jakarta". The result of the research shows that multiple intelligences approach is emphasize on learning process that concern to various aspect of intelligence that students have. This approach is able to be applied on every subject include PAI. The result of applying multiple intelligences is the ability to change monotonous learning process become entertaining. Students not only get the theory, but also the knowledge become increase, especially on PAI (on cognitive, affective, and psychomotor aspect according to students' intelligence).

Nurdin A.R. and Suyata on the book "The effectiveness of using multiple intelligences on learning Physic at SMU" stated that multiple intelligences method is more effective than traditional method. The effectiveness of multiple intelligences show that there is the difference of learning motivation, attitude of learning, and the result of learning Physic entirely between students who use multiple intelligences to students who use traditional method. Individually, each variable is related to each other, also show the difference that significant between students who use multiple intelligences method to students who use traditional method. Multiple intelligences method is more effective than traditional method on encouraging learning motivation, students attitude on learning, and the result of the learning Physic.

From the books discussion about the result of earlier researches, it can be conclude that learning process by using multiple intelligences is able to develop students' potential that impact to students' achievement. The achievement is increase and the boredom is decrease. On the earlier research, the research is focus on intra curricular learning process. The previous research is emphasized to the implementation of multiple intelligences on intra curricular learning process. But, this research is focus on the implementation of multiple intelligences on learning strategy on intra curricular activity or extracurricular activity. This is the matter that differentiates this research to another previous research.

Multiple Intelligences is a theory which is emerged by Howard Gardner, he is a psychological growth expert and a professor of Harvard University from *Project Zero* (group of research) in 1983. The attractive thing from intelligence theory is; there is an effort to redefinition the intelligence.

Thomas Armstrong (2009: 27) describe that multiple intelligences theory expand the potential range inside human

that out from the boundaries of IQ value. On developing multiple intelligences theory, people have to be careful to not use the measurement by using IQ. On illustration of differentiating people, it can be found that every people have intelligence. It is probably that people who have low intelligence is able to change become more powerful after given a chance to increase. The key point of multiple intelligences is most of people are able to encourage their intelligence to the higher stage.

Muhammad Yaumi (2012: 12-14) describe that multiple intelligences divided into domain wheel of multiple intelligences to visualize the dynamic relation between various intelligence which categorized into 3 domains, these are; interactive, analytic, and introspective. These three domains are aimed to suitable the intelligence to the students whose observed by the teacher continuously.

Before multiple intelligences appear, theory of intelligence is interpreted narrowly. Human intelligence is definite by the ability on finishing a series of IQ test. And then, the test converted to intelligence standard number. Gardner was succeeding break the domination theory and IQ test that had been use by psychological experts on whole world since 1905. Gardner stated that the intelligence cannot be measure by the standard psychological test. Moreover, it can be measured by habitual action on resolving the problem. The habitual action is able to create a new product which has culture value (creativity). Stenberg said that it is too limited if the intelligence should be show in numeric IQ. This is a reduction and simplicity of the narrow concept for an extensive essence named Intelligence. So how about the ability to analyze creativity and ability of people? The numeric IQ is incapable to answer it.

Smartly, Gardner put the label "multiple" to the extensive meaning of intelligence. Gardner used terminology "multiple", so it is able to develop the intelligence theory. It can be proved by; the intelligence theory develop immediately, start from 6 intelligences that are visual/spatial, verbal/linguistic, mathematical/logical, musical/rhythmic, intrapersonal, interpersonal (first time the theory released) until 9 intelligences with the addition of bodily/kinesthetic, naturalist, and existentialist. These intelligences increase immediately, but so much intelligence that have not found yet by Gardner or other scientist. The intelligences focus on a process to reach the best result.

The smart students who have this type of intelligence are very happy on learning process which designed to analyze the problem, question, experiment, and analyze to find solution (Harsanto, 2007: 27). Multiple intelligences have a method which discovering ability, it means to cover human ability. This method convinced that every people must have a tendency in certain intelligence. The tendency has to found in seeking intelligence. Multiple intelligences theory suggests us to promote our ability and dismiss our weakness. This finding process will be a source of the student's intelligence. On finding intelligence, a student has to help by the environment, parents, teachers, school, and educational system that implemented in a country (Chatib, 2013: 74-78).

Multiple intelligences theory is a highest validity about a concept that individual diversity is important. The usage on education depends on introductory, acknowledgement, and appreciation to every student's learning method, except introductory, acknowledgement, and appreciation to their interest and skill. Multiple intelligences theory not only admit diversity for practical purpose such as teaching and assessment, but also consider and accept it as normal thing,

natural, attractive and valuable. This theory is a big step to get the point that everyone is being appreciated and the diversity is being cultivated.

Existentialist spiritual intelligence is an ability to put self in a relation to unlimited cosmos in condition that a human is just like His creator, life, death, and the end of the journey on the world. This is appropriate to God's decree: Show us the straight path (Sura Al-Fatihah, verse: 6). *Ihdina* (show us), take from word 'hidayah'; give a guidance to the right path. This verse means that not only to give 'hidayah', but also to give 'taufik' (Tim Syamil, 2010: 1).

Linguistic intelligence is a language skill that exists in Prophet Adam, the first intellect human. According to Al-Qur'an, Adam has a highest superiority than another creature. So the devil had to obey him because Adam has the ability in knowing the name of everything, expert in creating, and understand the meaning of symbols. Related to this, Allah decree; "Oh Adam, tell them the name of this thing", after Adam tells the name to them, Allah decree; "don't I have told you, that I know the secrets on the sky and earth, and I know what you show and what you cover?" (Sura Al-Baqarah, verse: 33) (Tim Syamil, 2010: 9).

On Surah Al-Ma'un, verse: 1-3) explain that people who deny a religion is a people who snap the orphans and do not give some food to poor people. From these verses, it can be concluded that affection and help each other in Islam is recommended related to characteristic of interpersonal intelligence.

Methodology

This research was conducted at SMPIT and SDIT Madani Islamic School of Cilegon. The research was held on June until October 2015. This research conducted by 2 phases; the first is observe SMPIT and SDIT Madani Islamic School of Cilegon, the second is spread the questioner for students as respondent of the research.

According to the problem and purpose of the research above, researcher tries to get the complete and depth information about the implementation of multiple intelligences at SMPIT and SDIT Madani Islamic School of Cilegon. Researcher uses qualitative approach on this research. Sugiono (2012: 11) qualitative research used to get accurate data, a meaningful data.

Qualitative approach is used to find and understand a thing that cover behind phenomenon that difficult to know and to understand. This approach is expected to be able to give the explanation completely and detail about phenomenon which become the focus on this research. As Bogdan and Taylor mentioned that qualitative methodology as a procedure of research that produce descriptive data like spoken or written words and behavior from people who can be observed. In their opinion, the aim of this approach is directed to background of individual completely.

Researcher will describe that this research analyzes whole aspect such as phenomenon, event, social activity, attitude, credibility, perception, and consideration of individually or group. It gets from data observation, interview, and documentation. This several descriptions used to find principles and explanations that aimed to concluding related to implementation of Multiple Intelligences at SMPIT and SDIT Madani Islamic School of Cilegon.

The technique in collecting data is searching and collecting data which use to discuss problems in this research. In collecting data, researcher joins with the object of research directly. Kind of this research can be called as field research.

Researcher use unstructured interview method, the researcher

is only use manual interview that accommodate the main framework about fundamental idea that will be asked to the subject with the purpose to get whole information.

The preparation for unstructured interview held based on the stages, these are; (1) determining the respondent, (2) looking for information which is the best to make contact with respondent, and (3) setting up the preparation for the interview.

Before do the interview, researcher makes manual interview at first to determine who will be the interviewer, material, and point of questions in an interview. After makes manual interview, researcher contact the respondent directly or indirectly to decide the appropriate time to do interview. Before the interview, researcher makes preparations such as daily note, camera, or recorder. On interview process, the researcher asks permission to respondent to be reordered. After interview, researcher makes conclusion of the main points and ask permission to respondent. In interview, researcher records and takes a note of the result of interview.

On qualitative research, observation method has an important role. This is because the researcher is able to get the information completely. Researcher observes directly to the school, so the researcher did the research actively and the researcher is able to see the situation that observed directly, and the result is explained through observation and quotation. The observation held naturally and unstructured because it occur naturally according to school activity.

According to the willingness setting, this technique is used to know the implementation of multiple intelligences and every aspect that related to multiple intelligences on learning process at SMPIT and SDIT Madani Islamic School Cilegon. The observation that researcher did at SMPIT on intra curricular activity are; illustration of daily learning, observation class of VII and VIII grade. Meanwhile, the extracurricular are pencak silat and vocal group. At SDIT Madani Islamic School of Cilegon, the researcher observes the activity of daily learning process at V, IV, and III grade students. While, extracurricular are marching band and football.

Documentation is a technique that collects the data by compiling and analyzing the documents, the written documents, pictures, or electronics. These documents arranged by the strength and compatibility of the content to the purpose of discussion. The content is analyzed, compared, and merged become systematic, compact, and intact result.

Data analysis of qualitative research start with arranges the evidence at field. Afterwards, researcher makes the diagrams, tables, pictures, and form of combination from data analysis fact. These are implemented and developed become proposition and principle. To analyze the data, researcher use data analysis of qualitative descriptive, the steps are; data reduction, display data, take conclusion.

The steps that researcher did on the analysis are;

1. Collecting and examining whole data that available on various resources of interview, observation, or documentations and also pictures of activities.
2. Do data reduction that gets from the field. It wrote on a text or specific report, arranged systematically, emerged the main idea and made the systematic arrangement.
3. Display data, to see whole illustration or certain part from the research. Researcher makes table or diagram as research guidance of documentation result, interview, or observation.
4. Coding, in order to the notes is not combine each other so that difficult to control. The notes is given "I" code for interview, and "o" code for observation.

5. Making conclusion by using inductive method by collecting special facts to take the conclusion that have general characteristic.

Results and Discussion

Understanding of Multiple Intelligences

Multiple Intelligences theory is a theory that appreciates every people who has unique intelligence. Basically, every student has multiple intelligences, but not all of the intelligences rehearsed kindly by parent, teachers, or national curriculum. So these intelligences could not increase. This theory determines that these intelligences developed by the influence of habitual and culture at school or at home. To know the implementation of multiple intelligences at SMPIT and SDIT Madani Islamic School of Cilegon, the first thing that the researcher does is dig up the understanding of headmaster and teachers about multiple intelligences.

SMPIT Madani Islamic School of Cilegon

Multiple intelligences theory initiated by Howard Gardner is a theory which respects the various intelligences that every students have. This theory increase immediately, until now has found 9 types of intelligences, those are; visual/spatial, verbal/linguistic, mathematical/logical, bodily/kinesthetic, musical/rhythmic, intrapersonal, interpersonal, naturalist, existentialist.

From interview with headmaster and three teachers at SMPIT Madani Islamic School Cilegon about understanding of multiple intelligences, acquired that in principle the multiple intelligences is respected the intelligence that every students have. The informants said there are several intelligences on this theory those are; verbal/linguistic, mathematical/logical, bodily/kinesthetic, intrapersonal and interpersonal intelligence. Suitable to the theory that intelligence will be appear and increase by giving positive response. These intelligences will be appears when it gives stimulant at home, school, and environment.

At SMPIT, students learn not only from academic aspect, but also facilitating and balancing various intelligences and skill that students have. On the principle, teacher at SMPIT Madani Islamic School Cilegon have already understand the multiple intelligences. It can be proved by their comprehension on describing the theory. Besides, SMPIT is also already apply multiple intelligences theory that implemented on learning curriculum, event it is not maximal yet. Multiple intelligences theory has already implemented in every learning activity by using various method to dig up and increase the intelligences of students. This school is also facilitating various intelligences by various extracurricular activities.

SDIT Madani Islamic School Cilegon

SDIT Madani Islamic School Cilegon is not use exactly the classroom that categorizes students who have only one intelligence. Nevertheless, on learning process teachers use various method that handle students' intelligences.

Multiple intelligences, so called with plural intelligences is several intelligences and skills that students have to solving the problems on learning activity, it has nine types; visual/spatial, verbal/linguistic, mathematical/logical, bodily/kinesthetic, musical/rhythmic, intrapersonal, interpersonal, naturalist, existentialist intelligence. At SDIT Madani Islamic School Cilegon, researcher did the interview with headmaster and teacher about the comprehension of multiple intelligences. The result of the interview is explained that every student has one prominent intelligence minimum, and also has several

intelligences. The informants also explain this theory respects students' condition and not to assess just from IQ test. For example, students who have low IQ will be predicated as a fool even though they have achievement on sports. Nevertheless, the informant said that the students are smart in kinesthetic. Besides kinesthetic, informant also said that multiple intelligences is a logical intelligence, musical, social, religious, art, and linguistic.

Conceptual Framework of implementation of Multiple Intelligences

The implementation of multiple intelligences at SMPIT and SDIT Madani Islamic School involves the input phase, process phase, and output phase. Input phase did by identify primary intelligence of every student by observing students' behavior at classroom and outside. For input phase, students at SDIT Madani do the test for entering SMP to know their readiness of learning. For VII-VIII grade students, at first introduction students categorized according to mathematical/logical, researcher uses score of math and science to manage learning process at class.

Except on learning process which use various method, SMPIT Madani Islamic School Cilegon is also facilitated multiple intelligences that students have, those are; TapakSuci, conversation club, painting, dance, macapat, rebana, tahfidz and tartil, his bulwa than, poem, writing, marching band, PBB, wall magazine, soccer, swimming, robotic, and badminton.

The output phase of multiple intelligences at SMPIT Madani is by applying evaluation. That evaluation apply 3 sectors; cognitive, affective, and psychomotor. Besides that, researcher use various assessment and also gives so much motivations and attractive assessment. Cognitive assessment usually used to measure the knowledge of learning material by using daily test, mid test, and final test. Affective assessment does by observing behavior and daily activity of students. Psychomotor assessment does by job assessment. The result of this assessment is reported on a report for parents, it is about mid test and final test.

On the last phase of the implementation of multiple intelligences at SMPIT Madani, researcher assesses not only on cognitive, affective, and psychomotor, but also uses other creative assessment. So all of the substance give the optimal attention about learning result and developing students' intelligence. The evaluation does by exploring the intelligence of students on their own classifies that suitable on extracurricular activity.

SDIT Madani Islamic School Cilegon

On learning process at SDIT Madani, the implementation of multiple intelligences is also implemented from Islamic curriculum. Conceptual framework divided into 3 phases, these are; through psychological test that aimed to know the learning preparation of students on reciting Al-Qur'an. However, reciting Al-Qur'an test is not effected to students' comprehension. That test is only to know the ability of reciting Al-Qur'an.

At SDIT there is a casebook that every classroom teacher has, to take a note about activity of every student. On daily observation, the teacher do the evaluation which deliver to the parents. The result of the observation also used as reference for teacher on defining appropriate strategy to implement learning approaches suitable to the intelligence that find at classroom activity. Besides on intra curricular learning that use various learning method, at SDIT Madani is also facilitated various extracurricular activity to develop potential intelligence that

every students have. Extracurricular activity divided into two types, these are compulsory extracurricular and alternative extracurricular. Compulsory extracurricular consists of soccer, badminton, ping pong, tartil, marawis, tilawah, calligraphy, painting, and journalistic. The last phase on implementation process of multiple intelligences at SDIT Madani is evaluation phase. The evaluation did by using various evaluations method which exciting for students.

The evaluation at SDIT includes cognitive assessment on written and oral test. Except cognitive assessment, the assessment did by affective assessment of students' daily activity at school through communication books to monitor students' behavior at home by coordinating their parent. Psychomotor assessment did when students demonstrate their activity at school. Besides those three assessments above, the assessment also did by using linguistic approach. Students make conversation in English. The assessment is suitable to every sectors of extracurricular.

The Implementation of Multiple Intelligences on Learning Process

SMPIT Madani Islamic School of Cilegon

The general illustration of daily learning process at SMPIT Madani. SMPIT Madani starts the lesson at 07:00 o'clock. From that time, students enter their class, then reading and writing Al-Qur'an in group. After that, learning process starts at 10:00 o'clock, students take a break and do dhuha prayer at Mosque. After dhuha prayer, learning process continue until 12:00 o'clock. Next, they do dzuhur prayer together at mosque accompanied by the teacher. At 13:00 o'clock, the lesson starts again until 14:00 o'clock. Extracurricular activity did after class. Except do daily observation, researcher is also did the observation of implementation of multiple intelligences on learning process at classroom.

Learning by using kinesthetic intelligence approach, linguistic, verbal, visual spatial and intrapersonal at VIII grade student of SMPIT Madani

The opening of lesson is started by greeting. Then, teacher gives interactive speech by giving questions to students about Surah Al-Ma'un. After the interactive speech between students and teacher, students take a note on their book. After finishing it, teacher turn on the LCD, on the screen there is a first verse of Surah Al-Ma'un. Then, that verse break down word by word and being translated.

After that, teacher gets the students to read loudly and memorize its meaning. Teacher deletes the meaning on screen and the students are given question and ask to give the meaning. Students answer enthusiastically, afterwards teacher gets a student to give the meaning and answer the question correctly. Teacher points two students and they answer correctly. As giving the meaning of first verse, it also did for the second verse.

From learning process above teacher enthusiastic on delivering the lesson so the students also enthusiastic. The teacher uses the approach of kinesthetic intelligence, it can be seen on the characteristic of learning process that involve students physical activity by doing body movement and do role play as a teacher. On this lesson, we can see that the knowledge is given by memorizing and strengthen the material repeatedly through the activity which explaining again the main material on the attractive diagram. The material is delivered by students who have a role as a teacher, this is easy to do interview to other who have a role as students.

This activity is also use linguistic verbal intelligence approach, it is because when a student explains a material, he/she use her/him own words. From this activity the linguistic skill that every student has will appear. The dominant student on linguistic intelligence will be deliver the material fluently and flexible. Nevertheless, on this activity we can find some students who deliver the material awkwardly, they need to give a concrete example by the teacher.

At the end of this lesson, teacher delivers the material by using LCD to make students easy to give the meaning of each word on Surah Al-Ma'un. This activity can stimulate and develop visual spacial intelligence. The dominant students on this type of intelligence are able to memorize quickly than another students. They are always active on completing the meaning of the lose verse. When teacher conclude the lesson by using intrapersonal intelligence approach, teacher also crate the situation that involve students' emotion from the substance of Surah Al-Ma'un (verse 1-2) that is include the human who deny the religion because they snap the orphan. The last is, teacher stimulate students to affect the orphan.

Learning by using the approach of Verbal/linguistic and Logical/mathematic at VIII grade students

Teacher starts the lesson by saying greeting. Teacher gets the students to sing the jingle of SMPIT Madani. Teacher makes the introduction by memorizing the last lesson about Zuhud and Tawakal. Then, teacher does an interactive conversation about Zuhud and Tawakal. After the teacher explains about Zuhud and Tawakal, students give some question as a feedback about Zuhud and Tawakal. Teacher gives the example and interactive conversation, so the students become active learner. Teacher gets the students to identify Zuhud and Tawakal, the example Zuhud and Tawakal, and then answer it actively. Teacher gives them applause. Afterwards, teacher and students conclude the material together. And then, the last evaluation is teacher write down five questions about the last lesson on the cupboard. Students do it and collect their books. Teacher closes the lesson by greeting.

From learning activity above, teacher uses verbal linguistic intelligence approach by using students' activity to explain the meaning of Zuhud and Tawakal. The dominant students on verbal linguistioc intelligence will be able to explain chronologically without teacher assistment. Nevertheless, it can be found some students who cannot explain the material, they need to help by the teacher.

Except linguistic approach, teacher also uses logical mathematic by giving activity for students to give response about learning material. From this activity, students will think critically on making the explanation from the test with their simple words according to the ability of VIII grade students. To activate their critical thinking, teacher gives various questions. From this activity, the dominant students on logical/mathematic will be energetic on answering the question, and they wil ask about the lesson to the teacher.

Learning by using Logical/mathematic, visual spacial, and kinesthetic at VII grade students of SMPIT Madani

On this learning process, teacher applies multiple intelligences approach by using logical/mathematic approach, it can be seen when teacher and students practice chest inhalation, teacher gets the students to make connection about the activity to the condition of their ribs and the condition of thoracic cavity. When they inhale, the lung will be bloom because it fills with the air. Also, when they exhale the air will leave the lung and make the ribs and thoracic cavity become deflate. From this

activity, teacher gives the direction to students to think logic logically on finding the connection between air entrances to the condition of the ribs and thoracic cavity. So the students think logical and analytic.

Except logical/mathematic approach, teacher also uses visual special intelligence approach by drawing the diaphragm condition on the cupboard. Students are difficult to imagine the condition of diaphragm because it is odd for them. By drawing the condition of diaphragm on the cupboard students are able to understand the condition of diaphragm when the air entering the abdomen inhalation related to stomach condition. When the air enters, diaphragm will be rise because abdomen cavity blooming on abdomen inhalation. When the air leaves the diaphragm, the condition will be back as before. By using the picture, students will be more understand about diaphragm condition. The characteristic of students who have visual special intelligence, they will understand quickly when picture is used on learning process.

SDIT Madani Islamic School of Cilegon

The learning process at SDIT Madani starts at 07:00 o'clock and finishes at 14:00 o'clock. Before the lesson begins, every classroom teacher held 'majlispagi'. From that case, it can be seen that the schedule of SDIT is crowded. The lesson starts from 07:00 until 14:00 o'clock. The researcher held the observation about general illustration of students' daily activity.

The teacher is busy on preparing ceremony equipment and asking the students to make queue by the class from 1 until 6 with the 'U' form. A part of teacher standing on the right side of ceremony inspector and the other part of teacher standing on the left side to watch over the students queue, so that make them order. The commander of ceremony entering the field and make all of participant pay attention. The inspector of ceremony enters the field, then the participant give reverence to the inspector of ceremony. Then, continue with 'tausiyah' by the inspector of ceremony. He/she convey the orderliness of students when they did dhuhur prayer at Mosque.

After that, the participants prepared again and Mr. Rochim recite a pray. The commander gives reverence to inspector and the inspector leave the field. Then, the commander leaves the queue and get the participants disperse orderly. The last, students shake hand with the teacher one by one.

From the illustration above, researcher sees that character founding at SMPIT is very good. At first, students come and teachers great them, it can be seen as a good example of well manner, smile, neat on dressing, order, and discipline. When students greet and shake hand to the teacher at the gate, it can be seen that the good manner is given in early. The discipline can be seen when students come before the bell rings. At SDIT Madani, cleanness is also learnt. Students have to put their shoes off when entering the classroom. Teacher and students do it orderly, so the view of the class is nice. After bell rings, teacher and students go to the yard to join ceremony. All of students join the ceremony, it can be seen that students awareness is high. The inspector of ceremony gives the founding refers to verse on Al-Qur'an. Even though, the weather is heat they always order. When dispersion they are also order, great headmaster one by one. Besides morning ceremony, the researcher observes the learning process in every class.

At 09:15 until 09:50 o'clock, students take a break and continue to dhuhur prayer. Learning activity is continue depend on the schedule. At 12:10 o'clock, students take a break again to do dhuhur prayer together at Mosque for third and sixth

grade students. For first and second grade students, they do dhuhur prayer at their class. At 12:30 o'clock, the students go home.

Learning by using intra personal intelligence approach and kinesthetic at fifth grade students of Ikan Pari

After reviewing and memorizing the material before, teacher makes groups to discuss a material, students divided into 6 groups and teacher gives the material. Every group makes questions about Al-Ma'un (group 1), Al-Fiil (group 2), Prophet and Messenger (group 3), Khalifah Abu Bakar and Umar (group 4), following Abu Bakar and Umar history (group 5), fasting (group 6). On the discussion, every group gives 15 minutes and chooses their favorite place. Some group discuss on the yard, terrace, classroom, and back yard.

On the discussion, they discuss the question and write it on 12 papers which given by the teacher. There is one question in every paper. After discussion has finished, the paper rolled and put into a can. These papers spread out and throw, so the students have to take 2 rolls. Teacher gets ask the students to make a circle. Then, every student go forward and read the question and answer it by turns, for students who cannot answer the question, teacher will give them punishment. Teacher and other students listen and evaluate the answer of the question orally.

From the learning process activity above, teacher uses the strategy of multiple intelligences that is interpersonal approach. It can be seen from group discussion, the students who have this kind of intelligence will be enjoying on the situation that make them interact to another. They also very productive and dominate the discussion. They increase their ability when learning is cooperative and collaborative. But, there are several students who become passive on that learning activity. Except interpersonal intelligence approach, teacher also uses kinesthetic approach by doing activity on the yard. Teacher throws away the question that written on the rolled paper, and students take those paper enthusiastically. The students are so happy in that activity.

Learning by using Musical intelligence and verbal linguistic at second grade students of Kerang Laut

The point of the learning process starts with question; 'what is this?' while the teacher points to the thing such as ballpoint, then the student answer 'this is a pen'. The questions are continuing to the other thing on the class such as table, chair, etc. And then, teacher writes down new vocabularies about family. After that, the vocabularies is sung into 'lihatkebunku' note, students are very enthusiastic on learning English by using this method. This method makes them memorize easily. Afterwards, teacher asks the students to mention the vocabularies about family in front of the class and write it down on the cupboard. Then, teacher gives the homework for students. At the last, teacher makes conclusion about the lesson. Then say 'hamdalah' and close the lesson with greeting.

From the result of the observation, researcher gets the point that on learning process teacher use multiple intelligences strategy by applying musical approach, teacher gives some vocabularies that sing using familiar note like 'kebunku'. The dominant characteristic of this intelligence can be seen to students who listening the song enthusiastically. They are happy to learn with musical basic. The teacher also uses linguistic approach on learning process. Teacher asks the students to memorize the name of their family in English in front of the class.

Learning by using musical intelligence approach, visual spacial, verbal/linguistic, and interpersonal at third grade students of Flaminggo

On this learning process, teacher uses musical intelligence approach. Teacher makes a popular to students by using vocabularies from the chapter of the lesson. This approach is attractive for students because they are easy to memorize the song pattern. Students focus to the thing that relate to the chapter they have learnt.

Teacher's creativity in making a song is able to develop and dig up the potential musical intelligence because the students are able to accept the lesson easily. Besides musical approach, teacher also uses verbal linguistic approach because it related to the pronunciation of students, because they utter clearly. So the students become exiting to the Arabic language. It is a character of this intelligence. Students who have this intelligence will be enthusiastic and fluent in utter Arabic vocabularies. However, for students who do not have this intelligence, they will be in a trouble to the utterance.

Teacher also does the visual spatial intelligence approach by sticking some pictures to the thing that they have learn before, and make sentences from these pictures. Students who have this intelligence are able to make sentences easily. Nevertheless, there are students who have musical intelligence, but they are not too active and difficult to make sentences from these picture. This prove that every students have their own intelligence.

Conclusion

From the result of the research about the implementation of multiple intelligences on learning process at SMPIT nad SDIT Madani Islamic School of Cilegon, the researcher concludes that; first, the principle of multiple intelligences concept is to appreciate the intelligence of every students. By multiple intelligences, the intelligence covers various aspects. At SMPIT Madani does not use multiple intelligence in whole learning process yet, but it implemented in intra curricular and extracurricular activity. Multiple intelligences is a highest appreciation for students. At SDIT Madani, it does not use multiple intelligences entirely. Moreover, this school implemented it to the curriculum. Second, the implementation of conceptual framework of multiple intelligences at SMPIT and SDIT Madani covers 3 phases these are; input phase, process phase, and output phase. Input phase is primary identification of intelligence through early psychotic test and observe daily activity of students. Process phase did by using multiple intelligences strategy in various approaches which appropriate to students' intelligence. The last phase is output phase, it uses 3 kind of assessment these are; cognitive, affective, and psychomotor. SDIT Madani has a conceptual framework equal to SMPIT Madani. Third, the implementation of multiple intelligences on learning process at SMPIT Madani did by teacher on intra curricular and extracurricular activity by using various learning method include the intelligence approach that students have. Similar with SMPIT, at SDIT Madani the implementation of learning process on extracurricular and intra curricular is able to encourage every kind of intelligences.

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