

STRATEGIC MANAGEMENT OF INQUIRY-BASED MULTIPLE INTELLIGENCES FOR ENHANCING PAI LEARNING ACHIEVEMENT

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Abstract :

This study explores the effectiveness of inquiry-based MI learning in improving students' understanding of PAI concepts, increasing student involvement in the learning process, and evaluating measurable increases in learning achievement in PAI subjects. This study aimed to investigate and evaluate the effectiveness of Inquiry-Based Multiple Intelligences (MI) Implementation in improving student achievement in Islamic Religious Education (PAI) subjects at SMP Nurul Jadid Paiton Probolinggo. In designing this research, researchers used a qualitative approach and a type of case study. Researchers collect research data using three research techniques: in-depth interviews, participant observation, and documentation studies. Researchers used participant observation methods. This study used qualitative descriptive analysis of Miles and Huberman types. This study aimed to investigate and evaluate the effectiveness of Inquiry-Based Multiple Intelligences (MI) Implementation in improving student achievement in Islamic Religious Education (PAI) subjects at SMP Nurul Jadid Paiton Probolinggo. The results showed that implementing the Islamic Religious Learning (PAI) strategy with the Inquiry-Based Multiple Intelligences (MI) Implementation approach at SMP Nurul Jadid Paiton Probolinggo significantly impacted the learning process and student achievement. This approach increases student participation and facilitates their involvement in the learning process.

Abstrak:

Penelitian ini mengeksplorasi efektivitas pembelajaran MI berbasis inkuiri dalam meningkatkan pemahaman siswa tentang konsep PAI, meningkatkan keterlibatan siswa dalam proses pembelajaran, dan mengevaluasi peningkatan prestasi belajar yang terukur pada mata pelajaran PAI. Penelitian ini bertujuan untuk menyelidiki dan mengevaluasi efektivitas Implementasi Multiple Intelligences (MI) Berbasis Inkuiri dalam meningkatkan prestasi siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SMP Nurul Jadid Paiton Probolinggo. Dalam merancang penelitian ini, peneliti menggunakan pendekatan kualitatif dan jenis studi kasus. Peneliti mengumpulkan data penelitian menggunakan tiga teknik penelitian: wawancara mendalam, observasi partisipan, dan studi

dokumentasi. Peneliti menggunakan metode observasi partisipan. Penelitian ini menggunakan analisis deskriptif kualitatif jenis Miles dan Huberman. Penelitian ini bertujuan untuk menyelidiki dan mengevaluasi efektivitas Implementasi Multiple Intelligences (MI) Berbasis Inkuiri dalam meningkatkan prestasi siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SMP Nurul Jadid Paiton Probolinggo. Hasil penelitian menunjukkan bahwa penerapan strategi Pembelajaran Agama Islam (PAI) dengan pendekatan Implementasi Kecerdasan Majemuk (MI) Berbasis Inkuiri di SMP Nurul Jadid Paiton Probolinggo berdampak signifikan terhadap proses pembelajaran dan prestasi belajar siswa. Pendekatan ini meningkatkan partisipasi siswa dan memfasilitasi keterlibatan mereka dalam proses pembelajaran.

INTRODUCTION

Education in Indonesia has yet to thoroughly prioritize nobleness and intellectual development (Madhakomala et al., 2022). Islamic Religious Education (PAI) subjects tend to focus more on theoretical aspects that are cognitive and worship practices but have yet to fully internalize cognitive knowledge into learners' characteristics. The learning methodology still looks conventional, lacking innovation, while PAI activities must be connected to other subject matter. The approach must still be more normative and supported by concrete illustrations relevant to the social context. Many PAI teachers must still be attached to the Islamic Religious Education Teaching Program Outline (GBPPP) without significantly improving their professionalism (Maemunah et al., 2021). The relationship between teacher and student is still doctrinaire and needs a critical and dynamic attitude (Sah, 2022).

The implementation of inquiry-based Multiple Intelligences (MI) in the Islamic Religious Education (PAI) learning process has become the focus of attention to improve student achievement (Khilmiyaha & Suudb, 2020). Islamic religious education, as an integral part of the curriculum in many countries, including Indonesia, requires more diverse learning strategies to accommodate the various intelligences of students (Gheysens et al., 2022).

The learning achievement of Islamic Religious Education (PAI) students still needs to be met (Faizun & Arifin, 2023). Teachers of PAI explained that the problem that often arises in PAI lessons is the low understanding of students about the PAI concepts taught by teachers, which impacts low learning achievement. The results of daily and general tests show that PAI learning achievement needs to be different completeness standards. The most crucial problem of PAI is that the learning method could be more effective, fun, touching, motivating, and impressive for students. Hence, they feel bored and not motivated to learn more about PAI, and in the end, their learning achievement becomes low (Sutrisno & Nasucha, 2022).

The observed phenomenon related to the role of teachers as learning resources, especially in SMP Nurul Jadid Paiton Probolinggo, illustrates the tendency to use less varied learning strategies. One of the dominant strategies

used is the lecture method, which has implications for media limitations that are only limited to the resources available in the classroom, such as package books, modules, whiteboards, and others. This conventional approach, which religious teachers generally practice, tends to be monotonous, text-focused, and less dynamic, decreasing student creativity in the learning process (Jeffery & Bauer, 2020).

According to several studies, these problems are caused by the low competence of PAI teachers, differences in perceptions of material limitations, the formulation of PAI goals that are too ideal and seem unclear so that they are difficult to measure, lack of ability to develop PAI instruments in the affective domain, the ratio of educators to students is not comparable, the lack of lesson hours, the scope is vast, the problem of student learning difficulties, and an evaluation system that is still too cognitive.

Similar research has often been done before. Previous studies explained that the research results show that every human being is intelligent and has the potential to have all intelligence if he gets the proper stimulus from his environment (Cichocki & Kuleshov, 2021). This is supported by other studies that explain increased student learning outcomes after applying Multiple Intelligence-based learning strategies to thematic learning (Purba, 2021). This is reinforced by research that explains where multiple intelligence-based learning strategies can increase student achievement on "sound" material (Ahamad et al., 2021).

The novelty of this study is that researchers focused their research on implementing inquiry-based multiple intelligences in improving PAI learning achievement. Details of the novelty in this study are related to the design of Inquiry-Based Multiple Intelligences teaching strategies in Improving PAI Learning Achievement in Junior High School (SMP) Nurul Jadid Paiton Probolinggo. Variables regarding the relationship between Multiple Intelligence, inquiry learning models, and PAI subjects are the main points as a novelty in this study.

This study aimed to investigate and evaluate the effectiveness of Inquiry-Based Multiple Intelligences (MI) Implementation in improving student achievement in Islamic Religious Education (PAI) subjects at SMP Nurul Jadid Paiton Probolinggo. By adopting a qualitative approach, this study aims to understand the problems in the PAI learning method currently applied, identify the challenges faced by students and teachers in understanding and internalizing the concept of PAI, and analyze the impact of inquiry-based MI learning strategies on improving learning achievement.

RESEARCH METHOD

In designing this research, researchers used a qualitative approach and a type of case study. For this reason, this study seeks to explore, collect and analyze

data on one particular case. The case to be examined is related to implementing inquiry-based multiple intelligences in improving PAI learning achievement in junior high school (SMP) Nurul Jadid Paiton Probolinggo (Nassaji, 2020).

In collecting research data, researchers use three research techniques: in-depth interviews, participant observation, and documentation studies (Jain, 2021). Researchers used participant observation methods. This participant observation is used to explore data through interview methods from data sources such as events, places, and objects, as well as recordings and images from research subjects and informants. Researchers involve themselves or interact directly in activities carried out by research subjects from the principal, Waka School, teacher council, employees, and students. Furthermore, the documentation method is used by researchers to examine and obtain data from several archives and important madrasah documents related to the topic under study.

Researchers used qualitative descriptive analysis of Miles and Huberman types (Amin et al., 2022). This analysis will provide a clear picture of the research focus above. Data analysis techniques in case study research are structured and specific analysis methods developed by Miles and Huberman: data reduction, data presentation and conclusions. This type of analysis allows researchers to detail and describe data comprehensively and in detail. This method allows in-depth exploration of different aspects of the observed phenomenon, according to the diversity of information available (Quintão et al., 2020).

RESULTS AND DISCUSSION

In this section, the findings and discussions obtained from participant observations, interviews, and document studies related to the Implementation of Inquiry-Based Multiple Intelligences in improving the learning achievement of Islamic Religious Education (PAI) in Nurul Jadid Paiton Junior High School (SMP) Probolinggo will be described. The findings from various data sources will be analyzed and discussed concerning relevant theories. Details of research findings and detailed discussion are as follows:

Recognizing Student Intelligence

SMP Nurul Jadid Paiton Probolinggo has implemented the TIMI (Interesting Multiple Intelligences Test) tests as part of the student evaluation procedure since the new school year when students enter the first grade and carry out the test at the beginning of every semester for grade X, XI, and XII students. The routine scheduling of TIMI implementation at the beginning of the semester aims to identify and map the individual intelligence of each student before the learning process begins, providing data that is expected to be a valid foundation for teachers before carrying out classroom learning.

Islamic Religious Education (PAI) material at SMP Nurul Jadid is one of the core subjects, considering that this institution is under the auspices of the Nurul Jadid Islamic boarding school. Information about student intelligence obtained through the TIMI test helps PAI teachers plan, implement, and evaluate PAI learning efficiently and effectively (Zaini et al., 2022). Several steps must be considered in preparing for multiple intelligences-based learning, including recognizing multiple intelligences in students (Aljarabah & Mai, 2021). In addition, Paul Suparno said that to research students' intelligence, they can go through tests and observations and collect student documents.

Preparation of lesson plans

Based on research, preparing lesson plans is vital as a practical guide for teachers before implementing learning. Teachers prepare lesson plans in unique books as pre-teaching planning, also called lesson plans. This concept aligns with Munif Chatib's view, which explains that lesson plans provide direction to teachers before implementing learning.

Learning plans are designed to make it easier for teachers to teach by considering students' cognitive abilities to direct the learning process towards the desired learning goals. Teachers play a crucial role in determining lesson plans before the learning process in class begins.

The inquiry-based multiple intelligences learning approach emphasizes students' critical and analytical thinking process in finding answers to a problem in question (Prayogi & Asy'ari, 2021). In this context, students are allowed to conduct investigations and problem-solving. At the same time, teachers act as directors, mediators, and facilitators by providing relevant information according to the learning material or problem being discussed (Diana & Zaini, 2023).

Implementation of inquiry-based multiple intelligences learning activities

Implementing inquiry-based Multiple Intelligences Learning activities is vital in developing students' potential and intelligence. Through this approach, students can learn actively and creatively and be directly involved in the learning process. The presentation on the implementation of multiple intelligence learning activities at SMP Nurul Jadid Paiton Probolinggo is as follows:

Table 1. Multiple Intelligence Learning Activities

No.	Multiple Intelligences	Implication
1	Getting to know Multiple Intelligences	1. Variety of learning methods 2. Fun learning
2	Preparation of lesson plans	3. Performance improvement 4. Creation of a positive learning atmosphere
3	Appreciation and Motivation Activities	5. Make it easier to see children's achievements 6. Opportunity giving

4	Multiple Intelligences Learning Activities:
	1. Linguistics Verbal
	2. Mathematical-logical
	3. Visual-spatial
	4. From Kines
	5. Interpersonal
	6. Naturalis
	7. - Intrapersonal

Table 2. Event Description

No	Activities	Explanation
1	Appreciation and Motivation activities	This activity takes the form of teacher direction about perception and motivation for students before starting learning in class.
2	Verbal Linguistic Intelligence	Teachers facilitate students in oral presentations, writing stories, group discussions, and simplifying material on prayer.
3	Mathematical-logical intelligence	Students are asked to group objects based on specific criteria and do ice-breaking through singing activities that involve counting.
4	Visual-spatial intelligence	Teachers teach students to make mind maps, show pictures through LCDs, and visualize lesson material.
5	Kinesthetic Intelligence	Students are invited to sing with movement through ice breaking, while other learning activities involve daily activities.
6	Interpersonal Intelligence	Teachers encourage student cooperation through group activities, mutual teaching, discussion, and group work.
7	Naturalist Intelligence	The development of this intelligence involves experiences in the outdoors, associating matter with the environment, and visits to the cemetery.
8	Intrapersonal Intelligence	Teachers encourage students to recognize their shortcomings and strengths and create situations to build students' confidence.

The main goal of inquiry-based multiple intelligences is the development of thinking skills (Öztürk et al., 2022). Thus, in addition to being oriented to learning outcomes, this learning is also oriented to the learning process. Principle of interaction. The learning process is a process of interaction between students and students interaction with teachers, even between students and the environment (Salta et al., 2022).

Implications of Inquiry-Based Multiple Intelligences Implementation to Improve Student Achievement

Multiple intelligences are a concept that recognizes the importance of individual differences (Masten, A. S. (2021).). Its use in educational contexts relies

heavily on the introduction, recognition, and appreciation of the diverse ways students learn and the individual interests and talents of each learner (Putri, 2020). The theory of multiple intelligences recognizes these differences for practical purposes such as teaching and assessment and accepts them as something normal, natural, exciting and valuable (Rulyansah, 2021). The results of interviews regarding the implementation of multiple intelligences in improving student achievement show several relevant implications:

Table 3. Interview results related to the implementation of multiple intelligence

No	Source	Interview results
1	Principal	With an inquiry-based multiple intelligences learning approach, the learning process becomes diverse because of the different types of intelligence that exist in each class
2	Waka School	This kind of learning method gives birth to a learning atmosphere that is fun and easy to understand by students.
3	Teacher	There is an increase in student achievement, reflected in the tendency of children's intelligence and more exciting learning.
4	Student	Learning supported by the world of play facilitates the evaluation of children's achievements in terms of academics.
5	Employee	Provide opportunities for exceptional children or those with learning disabilities to accomplish

Teachers' creativity in delivering material helps create a pleasant learning atmosphere for students. If students feel happy with the way of delivery that supports their type of intelligence, then this is an indicator that the learning process is going well. Good achievement indicators can be seen in their pleasure and happiness (Stoloff et al., 2020).

Satisfaction from learners is a measure of the success of the learning process. When teachers see the joy and happiness of learners reflected through smiles, radiant facial expressions, and good attitudes, this gives pride and happiness to teachers (Casioppo, 2020). This also motivates teachers to present the material interestingly so that it is easier for students to understand and feel enthusiastic to contribute to their students (Elashhab, 2020).

The results showed that implementing the Islamic Religious Learning (PAI) strategy with the Inquiry-Based Multiple Intelligences (MI) Implementation approach at SMP Nurul Jadid Paiton Probolinggo significantly impacted the learning process and student achievement. The results indicated a consistent increase in students' understanding of the concept of PAI, followed by more active student involvement in the learning process. In addition, there was a significant increase in student achievement in PAI subjects, reflected by an increase in test scores and daily tasks. Inquiry-based MI learning strategies have created a more interactive learning environment and stimulated students'

interest in understanding PAI material. Teachers can engage students in various learning activities that match their intelligence, create more varied learning, and improve understanding and practical skills in religious aspects. In conclusion, this strategy provides a solid foundation for developing more innovative and effective PAI learning in the future.

CONCLUSION

The study on implementing Inquiry-Based Multiple Intelligences at SMP Nurul Jadid Paiton Probolinggo for PAI learning showed a significant positive impact. The results recorded an increase in the variety of teaching methods, an increase in student enthusiasm, an increase in academic achievement, the creation of a positive learning atmosphere, ease in evaluating achievement, and providing achievement opportunities for students with different learning needs. This confirms that this approach can positively change PAI learning in the school environment.

Research on the Implementation of Inquiry-Based Multiple Intelligences at SMP Nurul Jadid Paiton Probolinggo in Islamic Religious Education (PAI) learning shows several recommendations that have the potential for further research. First, in-depth research related to learning methods can be a significant focal point. Tracing the influence of this method on the development of inquiry-based intelligence in students needs to be deepened. More in-depth analysis will allow for a more comprehensive understanding of its effects on students' cognitive, emotional, and social aspects.

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