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Efforts to Improve Teacher Competence with The Implementation of a Pesantren-Based Multiple Intellegences-Based Learning Model

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Abstract

The purpose of this Best Practices study was to improve teacher competence by implementing a multiple intellegences-based learning model at Bina Insani Islamic Junior High School Susukan Pesantren-Based School. The type of research used is qualitative with a descriptive approach. Data were collected through in-depth interviews, participatory observation, and document review. The collected data were analysed using qualitative data analysis techniques. The results show that the application of multiple intelligences at Bina Insani Susukan Islamic Junior High School involves three stages, namely input, process, and output. Input involves preparing students to face new challenges and applying multiple intelligence research (MIR). The output includes learning from the learning process, focusing on cognitive, psychomotor, and effective skills. Evaluation involves consultation, observation, and feedback to understand the quality of the plan and the effectiveness of the learning process. However, the application of multiple intelligence in Pondok Pesantren Bina Insani Susukan is still conservative/traditional, although it has developed various sports teams and clubs. The overall learning approach in this school lacks a comprehensive and structured approach.

Keywords*: teacher competence, multiple intellegences-based learning model, pesantren-based*

INTRODUCTION

This teacher profile serves as an exemplary model for the school community. With a commendable display of loyalty, dedication, and notable achievements, this teacher's presence in the school brings immense joy and happiness to the entire community (Fajjin Amik et.al., 2016: 62). Teaching, for him, is not merely a means to earn a periodic salary to meet personal needs, but a continuous journey towards enhancing competence, extending beyond the confines of his own discipline. While some teachers may settle for attaining a professional level, vocational teachers strive for more.

One important indicator of the success of a technical-vocational education and training institution is whether its graduates have the skills, knowledge and competencies that are in accordance with the requirements of the industrial world (Ivan Hanafi, 2014: 85). Therefore, what is unavoidable and an important goal of the technical-vocational education and training system is the learning outcomes. By providing graduates who have various skills, which has provided a definite answer to the wishes of the community, especially stakeholders who expect students not only to have skills in the field of engineering but also to become knowledgeable workers (K-Workers).

An occupational teacher is a teacher who lives the teaching profession simply, without caring more about their students. Professional teachers are teachers who have more responsibility to fulfil the qualifications of the law and teacher competency requirements in accordance with applicable regulations. While vocational teachers are teachers who live their profession as a calling so that they carry out their duties with enthusiasm, patience, commitment, and continue to develop their din and profession (Darmadi, 2018: 286).

In the proceedings of the VII Aptekindo national convention and the XVIlI FPTK/FT-JPTK Work Meeting in Indonesia, accessed 12 April 2017, Amos Neolaka, talks about "A Professional Vocational Teacher Education Model Towards the Golden Generation" (Amos Neolaka, 2019: 56).

In the era of globalisation, the teaching profession has a strategic meaning, because its bearers carry out true duties for the process of humanity, humanisation, intelligence, acculturation, and building the character of the nation. The essence and existence of the strategic meaning of the teaching profession is recognised in the historical reality of education in Indonesia where the work of teachers as a profession with the issuing of Law (UU) No. 14 of 2005 concerning Teachers and Lecturers, as a legal basis for the recognition of the teaching profession with all its dimensions (Fitrianti, 2016: 1).

The word educate, has a deeper meaning because in addition to teachers having the duty to teach, they also have the responsibility to direct their students to become a more virtuous human being. This is a very noble added value for the teaching profession (Veithzal R., 2014: 197).

Professionalism contains a broader meaning than just pointing to people who have technical abilities, who have high teaching quality, for example, does not necessarily make them professional educators (Aslan et al, 2018: 358). In simple terms, it can be understood that professional teachers are teachers who fulfil the criteria: 1.) Have academic qualifications. 2) Have competence. Competence is a set of knowledge, skills and behaviours that must be owned, lived and mastered by teachers or lecturers in carrying out professional duties. Teacher competence includes pedagogic competence, personality competence, social competence and professional competence obtained through professional education. 3) Have an educator certificate. 4) Be physically and mentally healthy and have the ability to realise national education goals.

The flow of coaching and professional development for teachers is explained in Government Regulation No. 74 of 2005, namely: coaching and professional development, coaching and career development. Professional coaching and development includes coaching on pedagogical, personality, social and professional competencies, where this coaching and development is carried out by government institutions, non-government training providers, organisers or education units.

Teacher professional development activities are the practice (application) of teacher skills to improve the quality of teaching and learning, or produce something that is beneficial to education and culture. Professional development that emphasises teachers'

ability to produce scientific papers is necessary because scientific papers are used as an element in promotion.

Based on the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning the Functional Position of Teacher and its credit score, what is meant by continuous professional development is the development of teacher competence which is carried out according to needs, gradually and continuously to improve professionalism. Teachers of class III/a with the rank of Young Stylist up to class IV/e with the rank of Main Supervisor are required to carry out continuous professional development activities, namely:

1. Self-Development

   Self-development is an effort to improve the abilities and skills of teachers through education and functional training (diklat) and collective teacher activities that can improve teacher competence and/or professionalism. With the hope that teachers are able to carry out their main duties, namely educating, teaching, guiding, directing, training, assessing and evaluating and teachers are able to carry out additional tasks entrusted to them such as principal, deputy principal, head of laboratory, head of department and head of library.

   Functional education and training in Permendiknas is the activity of teachers in participating in education and training aimed at improving the professionalism of the teacher concerned within a certain period of time.

   Teacher collective activities are the activities of teachers in participating in scientific meetings or participating in joint activities carried out by teachers both at school and outside school, such as:

   a. Workshops or joint activities to compile and/or develop curriculum, learning, assessment, and/or learning media tools.
   b. Participation in scientific activities (seminars, workshops, technical guidance and panel discussions both as discussants and participants).
   c. Other Collective Activities in accordance with duties and obligations.

2. Scientific Publications

   Scientific publications are scientific papers that have been published to the public as a form of teacher contribution to improving the quality of the learning process in schools and the development of education in general. Scientific publications include three groups:

   a. Presentations at scientific forums, where teachers act as resource persons at seminars, workshops, scientific discussions held at school, KKG/MGMP, district/city, provincial, national and international levels.
   b. Research or scientific ideas in the field of formal education in the form of research papers, scientific review papers in the field of formal and learning, popular scientific writings and scientific articles in the field of education. This scientific work has been published in certain scientific journals or at least has been published and disseminated in their respective schools. The scientific work is approved by the

school principal and stored in the school library and for teachers who have additional duties as school principal, the scientific work is approved by the head of the local education office.

c. The publication of textbooks, enrichment books and teachers' guides can be in the form of textbooks both as main books and supplementary books for learning modules/dictates per semester, books in the field of education, translated works and teachers' guides. The book must be available in the school library where the teacher is assigned and the authenticity of the book is indicated by a statement of authenticity and the principal or local education office for teachers who get additional duties as principals.

According to the Global Talent Competitiviness Index (GTCI), which is a ranking of the country's competitive energy according to the expertise, aka the innate energy base of people that a country has, in 2019 Indonesia was adequate at level 67 out of 125 countries with a credit score of 38.61 and adequate at level 6 in ASEAN. some of the indicators for evaluating this index are per capita income, learning, computer and data technology infrastructure, gender, region, level of acceptance, and political stability (Bruno Lanvin, and Felipe Monteiro, 2019: 11-13). That status shows the low intelligence or innate energy origin of Indonesian audiences. whereas for Howard Gardner every audience has intelligence.

Alamsyah explained that actually all learners are smart and there are no stupid ones, he mentioned that there are only learners who have low abilities. (Said, Alamsyah and Andi Budimanjaya, 2015: 16) The right solution for all of that is the teacher's ability to understand about the right learning methods or strategies, in harmony with the type of intelligence or learning style of students. In this case, the theory of multiple intellegnces coined by Howard Gardner is one of the references in building and developing learning in the classroom by paying attention to all the intelligence possessed by students. Therefore, an educator must believe in every difference that exists in students who differ from one another. This is caused by environmental factors of family, community, friendship, educational institutions and other environments. Finally, the combination of genetic differences with differences in life experience transforms a learner into an individual who has a unique basic character (potential, interests, and talents), meaning that no human being in this world has the same unique characteristics, meaning that no human being in this world has the same characteristics (Nurhikmah, 2023).

Education that can accommodate all aspects of learners' intelligence requires a representative curriculum and learning approach, namely a curriculum and learning approach based on multiple intelligences. Many LucY, B, teaching practices in our country that still rely on traditional learning models must be changed because it assumes that students are forced to do what the teacher tells them to do. Traditional learning models tend to be unidirectional which leads to the will of educators and curriculum, so that the results obtained tend to prioritise academic achievement alone need to be reviewed, because it is not in accordance with the development of society (Sholeh, 2020).

Knowledge (intellectual) is still considered the top priority today, always the level of knowledge is measured through intelligence that accentuates the intellectual abilities of students whose indicators are indicated by the numbers a person gets, so that a paradigm emerges that the success of children is largely determined by intellectuals who lead towards cognitive and intelligence tests (intellectual intelligence) (Haryadi & Aripin, 2015). Therefore, educational institutions that are considered smart are students who have high intellectual test results. Whereas in fact to find solutions to the problems faced by students can be faced in a certain way and not only with regard to the acquisition of high IQ test scores. While other intelligences such as psychomotor and effective intelligence tend to be ignored.

The empirical facts at SMP Islam Bina Insani Susukan were before 2019 from the results of supervision and observation of the author are:

1. 35% of teachers when teaching do not prepare a lesson plan (lessan plan) so that what happens is traditional (conventional) teaching which tends to be unidirectional more dominant lectures and monotonous, while other teachers who compile lesson plans but when teaching it is not in accordance with the plan that was prepared.
2. This school also does not have a learning teachers' group.
3. At this school, at the time of entry, there was no diagnosis to determine the child's dominant intelligence.
4. Learning is more about academic development, especially mathematical logic and language intelligence, while others receive less attention.
5. The teacher's teaching style does not match the child's learning style. In other words, differentiated learning has not been applied.
6. Student achievements are relatively few.

The right solution to all of this is the teacher's ability to understand the right learning method or strategy, according to the type of intelligence or learning style of students. In this case, the theory of multiple intelligences proposed by Howard Gardner becomes one of the references in building and developing learning in the classroom by paying attention to all the intelligence possessed by students. Therefore, an educator must believe in every difference that exists in students who are different from one another. This is due to family, community, friendship, educational institutions, and other environmental factors. Finally, the combination of genetic differences with differences in life experience transforms a learner into an individual who has unique basic characteristics (potential, interests, and talents), meaning that no human being in this world has truly unique characteristics, meaning that no human being in this world has exactly the same characteristics (Munif Chatib, 2013: 12).

Education that can accommodate all aspects of learners' intelligence requires a representative curriculum and learning approach, namely a curriculum and learning approach based on multiple intelligences. Many learning practices in our country still rely on traditional learning models that must be changed because they treat students as if they are forced to do what the teacher tells them to do. Traditional learning models tend to be

unidirectional which leads to the will of educators and curriculum, so the results obtained tend to prioritise academic achievement and need to be reviewed because they are not in accordance with the development of society (Achdiyat & Lestari, 2016).

MIR (Multiple Intelligence Research) is the first technique in the input stage of multiple intelligence-based learning. From the analysis of intelligence tendencies, it can be concluded that the best learning style for a teacher must make a lesson plan or what is commonly called a lesson plan. Learning strategies based on multiple intelligences are very numerous along with the creativity of the teacher, the data base of multiple intelligence strategies also continues to grow (Makrufi, 2017).

Learning products are learning outcomes that give birth to new works related to learning materials. As for what is included in learning outcome products, namely a) Objects / intellectual works that can be displayed; b) Appearance; and c) Educational projects. The usefulness when products are successfully made by students is based on several principles of benefit, including:

1. The product is beneficial by being showcased to many people.
2. The product is beneficial to some people.
3. The product is beneficial to many people, and there is even a result of duplication (Munif Chatib, Alamsah Said, 2017: 55).

Authentic assessment is an activity of assessing learners that emphasises what should be assessed, both processes and results with various assessment instruments. This multiple intellegences-based learning, but also measured in terms of affective and psychomotor learners. (Fadhilah Nur Sugiyanto, Saiful Ridho, Sumadi, 2015: 305) Perhaps every teacher has a teaching licence has the authority that can be achieved by the teacher with hard work and the right is in the desire of the students.

Knowledge (intellectual) is considered the main priority today, always the level of knowledge is measured through bits of intelligence that accentuate the intellectual abilities of learners whose indicators are shown by the numbers obtained by a person, so that a paradigm emerges that the success of children is largely determined by their intellect which leads to cognitive and intelligence tests (intellectual intelligence) (Setyawan & Simbolon, 2018). Therefore, educational institutions that are considered smart are students who have high intellectual test results. In fact, finding solutions to problems faced by students can be faced in a certain way and is not only related to the acquisition of high IQ scores. Meanwhile, other intelligences such as psychomotor intelligence and effective intelligence tend to be neglected.

This condition is observed in educational institutions (schools) in general in Central Java, especially in Semarang Regency, where schools still use a ranking system for student achievement. By applying this system, students who do not win will be embarrassed and inferior, losing their self-confidence, even though self-confidence will be a big asset in the future. The task of teachers and schools is to recognise that Allah SWT created them with intelligence that their peers may not have.

The top-ranked child will always be in the top-ranked group, so the lower-ranked child will forever be in that group. This is because the ranking system only looks at some

aspects of intelligence, namely mathematical and language intelligence. Meanwhile, many other intelligences cannot be measured by the ranking system. Based on this, the author is interested in applying a learning model based on multiple intelligences.

METHODS

The research conducted by researchers uses qualitative research. Qualitative method is a method that is carried out in field conditions directly to sources and researchers as the main key. Words or pictures, do not emphasise numbers. Qualitative research emphasises the process rather than the results (Sugiyono, 2016: 13).

Qualitative method research has a purpose, namely to reveal facts, variables, phenomena, and circumstances that occur during the research. The qualitative approach is expected to provide an in-depth explanation of the application of a theory. The characteristics of qualitative research are that the instrument is developing, open, the data is in the form of (interviews, observations, and audiovisual), using textual and image analysis, and interpretation in the form of themes (Rully Indrawan and Poppy Yuniawati, 2016: 29).

This qualitative research examines the perspectives, participants with interactive and flexible strategies. Qualitative research is aimed at understanding social phenomena from the perspective of participants. Thus, qualitative research is research used to examine the state of natural objects where the researcher is the key instrument (Imam Gunawan, 2015: 83).

Qualitative is used to formulate generalisations from the data analysed based on the information obtained which is expected to be a reference for the application of multiple intelligence theory in the learning management system. This research is also qualitative because the data obtained through the main source, namely the documents of Bina Insani Susukan Islamic Junior High School, will be described and analysed comprehensively and in detail.

Data analysis activities are carried out after data collection is complete. The data analysis process begins with reviewing all data from various sources. After collecting various data, the author then analyses and goes through the following stages, namely data reduction, data display (data presentation), conclusion drawing, and verification (Sugiyono, 2021: 240).

RESULTS AND DISCUSSION

Implementation of Multiple Intellegences-based Learning

Improving teacher competence

The implementation of mentoring training in the implementation of learning is carried out 3 times in 3 months each five days from 08.00 to 16.00 at Bina Insani Islamic Junior High School attended by all educators and education personnel, room supervisors, and ustadz-ustadzah of Bina Insani Islamic boarding school. The stages of implementing the application of the application of multiple intelligence theory are as follows:

Table 1. Teacher training

No	Level	Content	Duration
1	Basic level	1. Multiple Intellegences History	
		2. Islamic Multiple Intellegences	
		3. The best School	48 hours
		4. Paradigm Multiple Intellegences	
		5. Multiple Intellegences system	
		6. Multiple Intellegences Strategy	
		7. Lesson Plan	
		8. Apersepsi	
		9. Authentic Assessment	
2	Intermediate level	1. Environmental Learning	
		2. Golden Age	
		3. Holistic Brain	
		4. Wave Brain	48 hours
		5. Intel Origin	
		6. Make Sylabus	
		7. Rubrik Penilaian (Rubric Assessment)	
		8. Scene setting	
		9. Quality questions	
3	Advanced level	1. Multiple Intelligences Teaching Strategies Workshop	
		2. Workshop on Multiple Intellegences-based lesson plans	72 hours
		3. Workshop on Aperception	
		4. Workshop on Scene Setting	
		5. Workshop on Authentic Assessment	
		6. Workshop on Assessment	
		7. Workshop on Syllabus Development	
		8. Workshop on Quality Questions	
		9. Micro Teaching	

Learning Implementation

In the perspective of multiple intellegences, the mission formulated by SMP Islam Bina Insani susukan will be described how the application of Multiple Intellegnces System related to it.

Diagram 1. Learning Cycle based on Multiple Intellegences.

Implementation of Multiple Intellegences Based Learning

Multiple intellegences-based learning has three learning steps. Firstly, it begins with alpha zone activities. Second, scene setting/warmer. Third, activities that include learning strategies and the use of media or teaching aids.

Learning begins with alpha zone activities. Alpha zone is a fun activity to open learning, it can be by singing, ice breaking, and brain gymnastics. The alpha zone activities found during the observation are very diverse, namely the teacher invites students to do brain exercises with certain movements while singing songs or sholawat "man anaa", singing let's be happy songs, some clapping creations, calling out class and subject yells. Singing songs that contain asking how the learners are doing, singing songs recommended by certain subjects, alternating every day.

From these findings, it can be concluded that the activities carried out during the alpha zone are appropriate because they are in accordance with Munif Chatib's opinion that alpha zone activities are fun activities to open learning. (Munif Chatib, 2013: 52-560) The following is one of the documentations during alpha zone activities doing brain exercises.

Figure 1. Alpha zone activities

The second learning step is scene setting, which is building learning concepts such as with stories, then the teacher asks the contents of the story to invite students to enter the material. If the learning continues the previous material, the scene setting activity can be replaced with a warmer, namely recalling the previous material (Munif Chatib, 2013: 52-56).

The scene setting activity found during the observation was the teacher showing learning media in the form of paper to bring students into the material.

Figure 2. Material Provision

Teachers implement several activities to develop the nine kinds of intelligence that learners have as follows:

Verbal/linguistic intelligence

Verbal intelligence is intelligence about all things related to words and language, expressed by activities such as reading and writing poetry, telling stories and symbolic writing. (Asri Budiningsih, 2015: 114) Language intelligence activities found during supervision were writing poems with a certain theme that the teacher had previously read one example of a poem, asking questions when students were doing maths problems and explaining how to do it and how to find the answer. Practice reciting one of the poems in the book. Discussion with a group to solve the problems, and reading aloud when discussing the problems that have been done. From these activities, it can also be seen that the teaching aids or media used are in the form of poetry texts.

Figure 3. Verbal Intelligence Activity

Logical/mathematical intelligence

Logical-mathematical intelligence is the intelligence to use numbers effectively like a mathematician, tax accountant, or statistician. It can reason well and is sensitive to logical patterns and relationships, propositions (cause and effect relationships). (Thomas Armstrong, 2015:6) Another opinion adds that scientific thinking, inductive and deductive thinking and being able to face new problems or challenges and try to deal with them also include this intelligence. (Asri Budiningsih, 2015: 114)

Logical-mathematical intelligence activities found during observation were counting stanzas and lines of poetry, identifying the instrumental elements of poetry, distinguishing monocotyledonous and dicotyledonous plants, calculating the length of the hypotenuse of a right triangle. Learners solve story problems related to squares and triangles, and solve problems and the teacher gives feedback by asking the reasons for their answers. From these activities it can be seen that the teaching aids or media used are in the form of objects in the form of flat shapes.

Figure 4. Logic-mathematical intelligence activity

Visual/spasial intellegences

Visual-spatial intelligence is the intelligence of seeing an object with detail and accuracy and being able to make transformations of the object seen. It involves sensitivity to colour, line, shadow, shape, and the relationship of these elements or visual art. It includes the intelligence to visualise and express ideas in visual-spatial forms, chess games, navigation, and architecture. (Thomas Armstrong, 2015: 6)

Visual spatial intelligence activities carried out are observing pictures about natural resources, drawing square and triangular flat shapes, and observing the environment around the cottage when learning around the school. Spatial visual intelligence activities are also developed in interest talent activities held on every Sunday in the form of calligraphy and painting activities. For visual-spatial intelligence activities in talent and interest activities, it is only followed by students who have a tendency of intelligence or talent for visual-spatial intelligence. From these activities, it can be seen that teaching iads or the use of media in this intelligence is in the form of pictures and also tools for painting.

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Figure 5. Visual Intelligence Activity

Body kinesthetic intelligence

Kinesthetic/body intelligence is the intelligence of expressing ideas and feelings through the body and certain physical skills such as balance, flexibility and strength. (Thomas Armstrong, 2015: 7) Includes combining thoughts and body or physical movements so as to produce movements perfectly. (Helmawati,: 139-140)

This intelligence activity is carried out when the alpha zone does brain gymnastics, ice breaking, and during sports activities. This intelligence activity is also found in the activities of talent interest in futsal, pencak silat, volleyball for certain students who have a tendency or talent for kinesthetic/body intelligence. From these activities, it can be seen that the teaching aids or media used are sports equipment.

Figure 6. Kinesthetic learning

Interpersonal intelligence

Interpersonal intelligence is intelligence related to the ability to cooperate, and communicate with others, both verbal and non-verbal communication. It has sensitivity to feelings, motivations, expressions and genesture. At a higher level, it can read the context, the lives of others and even the decisions that will be made. (Asri Budiningsih,: 115) Having sensitivity and empathy towards others also includes this intelligence. (Helmawati: 115)

This intelligence activity is carried out by forming groups both project groups making something, discussions working on problems, and game groups when scouting talent interests. Besides that, students are accustomed to queuing in line when collecting assignments to respect those who finish first.

Figure 7. Interpersonal learning

Intra personal intelligence

Intra-personal intelligence is the intelligence of understanding the internal aspects of oneself such as self-reflection, intuition, and spirituality, being able to take responsibility for one's life. This intelligence is the most individualised. (Asri Budiningsih: 115). Concern with mood, intention, motivation, temperament, desire, self-discipline, self-understanding, and self-esteem are also intra-personal intelligence. (Thomas Armstrong,: 7)

Intra-personal intelligence activities found during the research were teachers giving rewards to students who dared to answer questions either in the form of praise or applause. In addition, there is a socialisation of how to wash hands to maintain personal health, and invite motivation by holding each other's heads while saying words that contain motivation to be ready to receive lessons and not be lazy.

Figure 8. Intrapersonal learning

Musical intelligence

Musical intelligence is intelligence about sensitivity to sounds, tones, rhythms, rhythms, and sounds around. (Asri Budiningsih: 115) Some musical intelligence activities are carried out during alpha zone activities by singing various kinds of songs and sholawat. The teacher also changes the lyrics of the song with lyrics that are in accordance with the material. Musical intelligence activities are also found during the talent activities of choir, tilawatil qur`an, and rabbana. But the interest talent activities are devoted to students who have a tendency to musical intelligence or talent.

Meanwhile, the vice principal for curriculum also said that sometimes the teacher turns the material into a song so that students can memorise it by themselves by singing the song and if the song is a cultural arts subject the teacher also models the song with the media soundsystem.(Interview with subject teacher Hendri Kurniawan)). Learners also conveyed that the musical intelligence activities carried out were the teacher modelling a song, singing, and listening to music. (Interview with students). From the findings, it can be seen that teaching aids in musical intelligence activities are song texts and sound systems.

Nnatural intelligence

Naturalistic intelligence is the intelligence to recognise and classify various species of flora and fauna in the environment. It includes sensitivity and recognising natural phenomena such as the shape of clouds, and mountains. Those who live in urban areas have the ability to distinguish inanimate objects around them. (Thomas Armstrong: 7). Naturalist intelligence activities are very rarely carried out due to media limitations. Naturalist intelligence activities found during the research were teachers explaining about renewable and non-renewable natural resources. In addition, learning activities outside the classroom such as in the field and walking around the cottage and school environment while observing the things found. From these activities, it can be seen that the teaching aids or media used are the environment around the school.

Fiugre 9. Natural learning (planting horticultural plants in the yard)

The Vice Principal for Curriculum said that naturalistic intelligence has been carried out through experiments planting trees in the cottage garden, planting vegetables such as mustard greens, chilli, beans etc. And sometimes invited to study outside the classroom to observe various things around the cottage. (Interview with Waka. Curriculum Siti Nur Wahidah) Meanwhile, according to students, learning outside the classroom is also carried out during sports activities, out. Bond, agribusiness activities, sightseeing while observing the environment around the school / cottage and have also been asked to conduct science subject experiments by observing and planting long beans and green beans in the media. (Interview with students). The picture above is a document during natural intelligence activities when students learn outside the classroom.

What is done is in accordance with Armstrong's opinion that one of Thomas Armstrong's activities to develop naturalist intelligence is nature walks (Thomas Armstrong: 94). As according to Helmawati, there are many activities that can be done to optimise this intelligence such as gardening activities, interacting with animals, recognising causal laws that apply in nature such as the causes of flooding, and paying attention to weather changes or symptoms of natural disasters. (Helmawati: 197-198). Teachers can also utilise learning media that are useful for exploring nature such as microscopes, magnifying glasses, and telescopes.**Eksistensial intelligence**

Existential intelligence is the intelligence of realising and living one's existence in the world of funds for the purpose of living in the world as found in a philosopher. This intelligence can be developed through self-contemplation and reflection, and religious activities (Asri Budiningsih: 116).

Many existential intelligence activities are found in religious habituation activities that are carried out continuously every day, namely praying before and after learning, praying five times in congregation, praying dhuha, qiyamul lail, mujahadah, and reciting the Koran. While in learning activities in the classroom, it has been done several times by writing poems about the ideals of students and through advice and providing motivation and reflection on their learning goals.

The vice principal for curriculum also conveyed that existential intelligence activities are carried out by providing reflection on learning goals when students do not focus on learning by asking what their goals are for the future. In addition, on Thursday afternoons learners carry out dzibai`iyah activities, tahlil, muhadhorah, mujahadah, every day after

fardlu prayers carry out wiridan. and prayer`a. routinely. (Asri Budiningsig: 116) The following is documentation of existential intelligence activities when performing congregational prayers.

Figure 10. Existential learning

Multiple Intelligences-based Learning Evaluation

The intended learning evaluation is learning assessment. Learning assessment applied in learning based on multiple intellegences is authentic assessment. Authentic assessment according to the Regulation of the Minister of Education and Culture on the assessment of learning outcomes by educators and primary and secondary education explains that what is meant by authentic assessment is "a form of assessment that requires students to display attitudes, use knowledge and skills gained from learning in performing tasks in real situations". (Permendikbud Number 23 of 2016)

Chatib explained that authentic assessment is a fundamental change from standardised assessment, which is a traditional assessment that has limitations to measure abilities comprehensively and only uses one type of test. Authentic assessment can measure abilities comprehensively and only uses one type of test. Authentic assessment can measure three aspects of ability, namely knowledge, skills, and attitudes, is sustainable, concrete, and uses various forms of assessment not only tests. (Interview with waka Kur. Siti Nur Wahidah). So it can be concluded that authentic assessment is an assessment carried out to measure the ability of students using many forms of assessment and not only using tests.

The authentic assessment carried out in multiple intellegences-based learning at Bina Insani Susukan Junior High School includes oral tests and product assessments. Oral tests are carried out in the middle of learning by means of the teacher pointing one by one students to answer questions. The vice principal of the curriculum also said that conducting oral tests on the sidelines of students working on something by asking about yesterday's material.(Interview with Mrs Maskunah). Meanwhile, product assessment is used to assess the work of students in the form of short stories that they write and read by concluding the instrinsic elements of short stories.

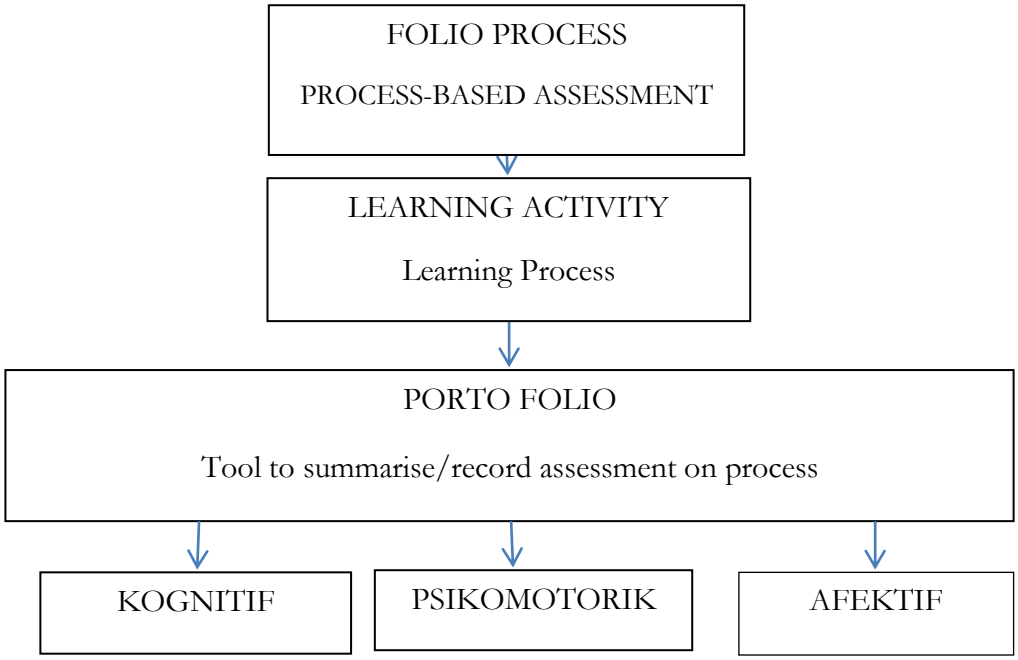

Diagram 2. Process-based Assessment

Table 2. Aspects of Multiple Intellegences-Based Learning assessment

No	Aspect	Assessment Sources
1	Assessing Attitude	1. Obtained from student learning process activities
		2. How to assess using the assessment rubric
2	Assessing Skills	1. Obtained from process activities, but can also be obtained from the final result (in the form of work)
		2. How to score using the rubric
3	Assessing Knowledge	1. Obtained from the end result, but can also be obtained from the process.
		2. How to Assess using scoring or can also use a scoring rubric.

Learning at Bina Insani Islamic Junior High School Pesantren-Based School

Although pesantren can be said to be a traditional place of education, it never rejects students to gain knowledge in the pesantren. This is very much in line with what Howard Gardner described that to recruit students, do not be picky because, there are no children who are not smart (stupid) but have not had the right educators.

A good education is one in which the input is either scrap (in which case there is no selection of students), or all students are recruited. The process is good and has a competitive out put (graduate). This is in line with Gadner's theory that learners are not actually stupid, they just haven't found the right teacher for them. Therefore, such a recruitment process is in line with the theory of multiple intelligences which will later be explained how to process in educating students.

In Pondok Pesantren Bina Insani Susukan, the new santri admission system holds a test used to find out the basic abilities of prospective students both knowledge, skills and attitudes in everyday life. Meanwhile, to find out the learning style or dominant intelligence in students by applying multiple intellegences research (MIR). As for how many students are accepted according to the capacity of the cottage. If the capacity has been fulfilled, it means that registration has been closed.

In the process of learning activities, they have not used a lessan plan that is adjusted to the learning style of the students, they study the book from the initial chapter to the end of the teacher or ustadz reading, translating and explaining it. then the students check and interpret it with Javanese writing begon, imitate and read it. Meanwhile, Diniyyah subjects are taught by ustadz-ustadzah who come from pesantren graduates, with a learning system in the style of salaf pesantren.

As for the mapping of Diniyah learning at Bina Insani Susukan Islamic Boarding School, students are guided and directed to take special programmes including: yellow book studies (takhasus kitab), Tahfidzul qur`an (takhasus tahfidz), Arabic and English (takhasus Bahas a), soccer school (SSB) programmes, and regular (general) programmes taught by ustadz-ustadzah who are experts in their fields, and guided by musrif-musrifah (room supervisors).

Monitoring and supervision

The teaching and learning process is a professional art and has management quality control (MQC) in learning. The consequences for teachers if management quality control is implemented are: 1) Teachers must make a teaching plan or lessan plan; 2) Teachers must discuss their lesson plans with consultants before teaching (teachers consult); 3) Teachers must obtain information about the quality of the learning process from consultants and students (customer service data); 4) Teachers must improve the quality of the lesson plan and feedback.

These four learning cycles will continue to rotate. This cycle will lead to teacher creativity in making lesson plans and teaching. Includes activities of consulting lesson plans or lesson plans. Observation/supervision, learning, and feedback on the results of observation/supervise learning. In the learning process previously outlined in writing in the lessan plan, it only contains two stages of division in outline, namely: 1) Presentation, namely the teacher conducts the teaching process by providing information to students; 2) Practice, i.e. the information received from the teacher, by the learners is applied with fun activities and results in the understanding of the information by the learners.

Obstacles

The implementation of multiple intellegnces-based learning implementation found various obstacles, including: 1) Not all teachers have the awareness to want to change as the demands of the times to be able to provide maximum service to their students; 2) Teachers in implementing multiple intellegences-based learning are required to be creative and innovative so that they must continue to learn to improve their competence; 3) In implementing multiple intellegences-based learning requires adequate facilities and infrastructure; 4) To make multiple intrellegences-based learning plans, preparation is needed, namely the consultation of lesson plans and follow-up of student learning analysis results.

CONCLUSION

The implementation of multiple intelligences learning at Bina Insani Susukan Islamic Junior High School is the same paradigm for all elements about the school of human beings, and respect for differences in intelligence. The implementation includes three stages, namely input, process and out put. At the input stage, this school still applies tests for admission selection in the acceptance of new students, for stabilisation in boarding school. Then students who have been accepted will follow the multiple intelligence research (MIR) process. The MIR aims to group classes based on the similarity of learning styles / dominant intelligence, and student learning assistance in the dormitory. The next stage is the curricular, intracurricular and extracurricular learning process. The multiple intellegences-based learning process implemented at Bina Insani Susukan Islamic Junior High School uses a variety of learning methods including discovery base learning, scientific approach and so on. This is in an effort to match the child's learning style with the teacher's teaching style. The output stage is the assessment of the learning process. Authentic assessment in this school is carried out on the overall competencies that students have learned through learning activities and in this assessment students are assessed from three domains, namely cognitive, psychomotor, and effective.

Technically, the implementation of evaluation at Bina Insani Susukan Islamic Junior High School is divided into three stages, namely: first consultation lessan plan (lesson plan). Before teaching, teachers are required to make preparations in the form of a lessan plan. Lessan plan must go through a consultation stage with a consultant. This aims to determine the quality of the lessan plan that will be used as a reference for teachers in the classroom. Second, class observation. This class observation is carried out by the consultant and the principal to know directly how the teacher teaches. And see the synchronisation between the lessan plan made with the reality in the field. Third Feed back is the final evaluation from the consultant to explain the results of the observations made in the learning process. This is to find the appropriate teaching style and learning style.

The implementation of the concept of multiple intellegences learning at Bina Insani Susukan Islamic boarding school is still conservative/traditional although it has developed the talents and interests of students according to the interests of the students, grouping interests and talents such as Qiroatul kutub, language club, tahfidz, Binsa Football Club

(BFC) and others. In general, learning in this pesantren has not implemented the concept of multiple intelligences learning thoroughly and is less structured.

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