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## ANALYSIS OF PGMI STUDENTS ' MULTIPLE INTELLIGENCES IN FIELD EXPERIENCE PRACTICE THE MADRASAH IBTIDAIYAH MA'HAD AL-ZAYTUN

Dadan Mardani<sup>1\*</sup>

<sup>1</sup>Institut Agama Islam Al Zaytun Indramayu, Indonesia

Email : [dadan@iai-alzaytun.ac.id](mailto:dadan@iai-alzaytun.ac.id)

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### Abstract

Multiple intelligences are different types of intelligence that each person has. A child can have different intelligence from other children. In the multiple intelligence theory proposed by Gardner, all people have different types of intelligence. Gardner divides it into eight types of intelligence. Field Experience Practice (PPL) is one of the courses that must be taken by every Tarbiyah Faculty student, including PGMI students. The implementation of PPL courses is different from other courses taken in class or carried out on campus both in theory and practice. PPL courses are courses in the form of practical field experience like the activities of teachers in schools in general. The method used in this research is a qualitative method (qualitative research). With the descriptive analytical method, data is described using descriptive statistics, and interpreted in depth based on an emic perspective. The results found show that PGMI students in implementing PPL require three intelligences which must be balanced, namely intellectual, emotional and spiritual. IQ, EQ, and SQ are 3 combinations of intelligence that cannot be separated. In human life, intellectual intelligence will not be perfect without emotional intelligence, and will not be perfect if it is not accompanied by spiritual intelligence. A balance of IQ, EQ, and SQ is very necessary for a teacher or prospective teacher.

**Keywords:** *Intelligence, Intellectual, Emotional, Spiritual*

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## INTRODUCTION

Every final year student has an obligation to follow the practice of field experience. For students of the Faculty of Tarbiyah, especially the Madrasah Ibtidaiyah Teacher Education Study program (PGMI), Field Experience Practice (PPL) is one of the courses that must be followed. The implementation of PPL courses is different from other courses that are followed in class or carried out on campus both in theory and practice. The PPL course of PGMI study program in this case is a course in the form of practical field experience at Madrasah Ibtidaiyah. The problem raised in this study is the need for PPL students to use their multiple intelligences in the implementation of the PPL.

PGMI students in implementing PPL require nine intelligences that must be balanced, among others, visual (spatial), linguistic (verbal), logical (mathematical), kinesthetic (physical), musical, interpersonal, intrapersonal, naturalistic, and existential. These nine intelligences are often sought in a learner, but in this case the author tries to research them in the practitioners who plunge and play the role of a teacher. Because a variety of research related to multiple intelligences with various linkages has been carried out by researchers, including research on multiple intelligences in the field of Education, based on gender, related to language skills, related to music, creative thinking, communication styles, learning styles, personality, leadership, society, to those related to religiosity (Hasanuddin & Siregar, 2022).

Intelligence according to Howard Gardner is an ability that has three components, namely the ability to solve problems, generate new problems, and create something (Ardiana, 2022). Based on the concept of multiple intelligences (multiple intelligences) each person has 9 intelligences. There is a well-developed intelligence, sufficient, and less. Everyone can develop it to an adequate level. Intelligence works together to realize daily activities (Fitria & Fadlillah, 2023). Each individual has a variety of ways to show his intelligence. Teori kecerdasan majemuk (multiple intelligences) ditemukan dan dikembangkan oleh Howard Gardner, seorang ahli psikologi perkembangan dan profesor pendidikan dari Graduate School of Education, Harvard University, Amerika Serikat.

Multiple intelligences is a term used by Howard Garner to indicate that humans have multiple intelligences. At a minimum there are several types of intelligence that are relatively independent of each other and can be formed and combined in a variety of adaptive ways by individuals or cultures, and it seems to Gardner that it will continue to increase and it is difficult to deny (Syarifah, 2019). Suarca et al. (2005), adding that competence and potential should be given based on wise observation in the social environment individually. And according

to Firmansyah et al. (2020), everyone has a different understanding power and stands alone in solving the problems they face and to create a product or work.

Similarly, Fadilah (2019) stated that the development of thinking about emotional intelligence (EQ) and spiritual intelligence (SQ) makes the formulation and meaning of intelligence increasingly broader. Intelligence is no longer interpreted singly within intellectual constraints alone. And Setiawan (2019) added that based on multiple intelligences, the naturalist type has a correlation compared to others and a negative correlation is obtained from the verbal and existentialist types. So, the intelligence of each person can be different and can be maximized to achieve the ideals and goals of his life.

## **METHOD**

The method used in this study is a qualitative method (qualitative research) with the type of Field Research. This study uses a descriptive analytical approach, the data is described using descriptive statistics, and interpreted in depth based on the Emic perspective which, according to Bogdan and Taylor in Fitriana and Fidesrinur (2017), is the presentation of data naturally without doing any manipulation or treatment of the subjects studied. The target of this research is students who follow PPL at Madrasah Ibtidaiyah Ma'had Al-Zaytun, in the academic year 2023/2024, with a research period of 2 weeks. Data descriptive filled by the guardian teacher at Madrasah Ibtidaiyah strengthened through triangulation of data through observation and interviews with field supervisors.

## **RESULTS AND DISCUSSION**

At the Faculty of Tarbiyah for some universities have a Teacher Education Program Madrasah Ibtidaiyah (PGMI) which one of the achievements of its graduates is to become a lecturer in Madrasah-madrasah ibtidaiyah. To equip and support the skills and competencies of PGMI students, among the existing courses is the field experience practice (PPL), which for this study program is carried out in the form of teaching practices at Madrasah Ibtidaiyah (MI). Before facing the PPL course, students of the PGMI study program receive and follow various lecture materials related to education and teaching from semester 1 to semester 7, which is the final level in their lectures, which is expected to be a provision when they will and become subject teachers in MI.

### **1. The end-to-end field experience of PGMI students**

To become a professional teacher, especially to prepare professional teachers starting from the teaching and learning process, and teaching

practice. Teaching practice or Field Experience Practice (PPL) is an effort to introduce prospective teachers to the world of their profession. Through PPL students get to know the essence of competencies that must be possessed by a teacher. Experience in PPL provides provision for students to know the outside world in addition to the academic world obtained on campus.

In addition, the diversity of institutions where practice gives experience to students how to adjust in academic, social and professional contexts in various strata of life. Based on the learning model of information processing, Gagne describes eight phases in one Learning Action (learningact). The phase is an external event that can be structured by the learning subject. Each phase is paired with a process that takes place in the student's mind. The PPL Model according to Gagne and his colleagues is as follows: (1) teachers need opportunities to show their performance in various situations, (2) teachers get opportunities to develop solutions to problems, (3) as a problem-solving teacher is influenced by a performance related to the necessary knowledge, (4) teachers need feedback on the solution from the expert and also observe how the expert in solving the problem of a particular situation, (5) mengetahui that the performance status is strongly related to a variety of problems, (6) good cognitive problem solving, consideration of the various possibilities of solving the problem before memutuskan for its application, (7) implement a solution to a the problem is by conducting experiments on how the problem solution can be implemented, and (8) assessing the effectiveness of the solution after it is implemented (Al-Mahiroh & Suyadi, 2020).

Classroom management is a very important knowledge in carrying out field experience and in carrying out the educational profession. Mastery of classroom management is related to teacher confidence in teaching practice. For that preparation in managing behavior should be a serious concern for every teacher. For a teacher, competence includes aspects of knowledge, skills, and personality characteristics (Ali, 2022). The competency must be owned by the prospective teacher MI. It is reinforced by Spencer that competence is a basic characteristic that is owned by an individual. It consists of 5 types of characteristics, namely motives (consistent willingness as well as being the cause of action), innate factors (consistent character and response), self-concept (self-image), knowledge (information in certain fields) and skills (ability to carry out tasks) (Rohida, 2018).

## 2. Multiple Intelligences As A Provision For The Implementation of PGMI student PPL

Multiple intelligences have a theory that has been developing since it was first discovered. The beginning of Howard Gardner's theory in the 1983 book *Frame of the Mind* there are seven intelligences that every child has (Masilm, 2020). Then in 1990 the number of multiple intelligences became eight with naturalist intelligence (Lutfiyah & Wardani, 2019). In the next development Howard Gardner gave rise to the existence of the 9th intelligence, namely existential intelligence (Istiqomah et al., 2022). These intelligences have different characteristics. Here are some kinds of multiple intelligences which are 9 types of human intelligence according to Gardner as socialized by the Health Promotion Team of RSST-RSUP dr. Soeradji Tirtonegoro Klaten (2022), which can be used as a provision by PGMI students in implementing PPL, namely:

- a. Visual-spatial intelligence, with visual-spatial intelligence students have the ability to think abstractly and are very good at visualizing things. Those who excel in this field are very interested in things of physical form and point of view. Being able to interpret images, graphs, and charts well and recognize a pattern easily, read maps, assemble puzzles, compose puzzles, draw and paint, and enjoy visual arts (Rahman, 2023). In this type of intelligence, PGMI students who will and are PPL can pour their creativity and abilities in the learning process, so that the learning process that students go through will cause an active and fun atmosphere, it is hoped that the learning outcomes of students will be better because learning activities are felt comfortable by them.
- b. Linguistic-Verbal intelligence, this intelligence refers to the ability to use words well, whether it's when writing, reading, or speaking. With this intelligence, students are able to explain something well, write well. So it is likely that this will be transmitted to students to enjoy reading, writing, and interacting with others, especially with foreign languages and can insert humor when telling stories (Rahman, 2022). PPL students of PGMI study programs who have this type of intelligence will be able to communicate well with students and all parties in the school or madrasah where they carry out practical field experience activities. When explaining something to students, of course, they will be able to listen well because the language is clear and straightforward as needed. This verbal ability can be honed and trained along the way to communicate both in the family environment, campus, and in the community.

- c. Logical-mathematical intelligence, the ability to associate something in logic or like to analyze a problem, is included in the type of logical-mathematical intelligence (Kenedi et al., 2018). The owner of this intelligence believes that the scientific approach can provide the best solution in solving problems. Able and has the skills to solve problems with analysis and cause-and-effect relationships, likes to think and issue abstract ideas, likes to conduct scientific experiments and is able to make arguments that are in accordance with reasoning (Gamal et al., 2011). This type of intelligence will transmit logical thinking to learners, so PGMI students who are PPL and have this intelligence will easily convey systematically from the teaching materials discussed. Likewise, in solving problems that may be found during the implementation of PPL, have creative ideas, and focus on doing something.
- d. Kinesthetic-Physical Intelligence, kinesthetic-physical intelligence refers to physical activity. They have good motor skills and capable physical abilities. Have good dexterity and body coordination and excel in physical activities such as sports and dancing (Augustine, 2022). This physical intelligence is needed by PPL students in carrying out their activities because there are many things that must be done skillfully to carry out movements such as giving examples of students building something, doing art activities, and cubits of work.
- e. Musical intelligence, musical intelligence is characterized by an interest in matters related to sound, pitch and rhythm. They tend to express themselves through music, whether it's singing or playing a musical instrument (Promkes team, 2022). This musical intelligence is needed by PPL students when merging with students in teaching and learning activities, especially cultural arts subjects. The ability to feel, change, and distinguish various music/tone formats will be transmitted to learners through educators who also have this intelligence.
- f. Interpersonal intelligence, owners of the type of interpersonal intelligence or also called social intelligence are those who are good at understanding and interacting with others. They are also shrewd enough to observe other people's mood swings. Likes communication and chatting with others, able to lead and work together (Darmansyah, 2014). This intelligence is absolutely needed by an educator and prospective educators, because they will interact with learners and also have the task to cultivate their interpersonal skills.
- g. Intrapersonal intelligence, intrapersonal intelligence better understands one's own character and feelings. They are also famous for being tough

people with strong character, able to control emotions, self-motivated, consistent, able to analyze and plan well (Pinelo-Trancoso & Ardura, 2023). Madrasah Ibtidaiyah students who are the object of PPL have very diverse characters, so intrapersonal skills for PGMI students who are doing PPL are absolutely necessary, in order to be able to control emotions and be consistent with the tasks being performed.

- h. Naturalistic intelligence, if you like to blend in with nature, be it with animals, plants, or the environment, maybe you are the owner of a naturalistic type of intelligence. Usually, people with this intelligence have the skills to survive in the wild (Yidana et al., 2022). Students who have naturalistic intelligence will have a high interest and love for plants, animals, and the universe. So that he will also be able to guide learners to have this naturalistic intelligence.
- i. Existential intelligence, high curiosity about about the meaning of life, death and the reality of life. It is related to a person's ability to place themselves in the cosmos, interpret life, interpret death, understand the fate of the physical and mental world, and interpret deep experiences such as love or art (Tupper, 2002). People with existential intelligence have the sensitivity and capacity to deal with profound questions about life, such as what is the meaning of life? Why do we die? Why do we have it? Demikian mengenai multiple intelligence dan delapan karakteristik yang dikemukakan oleh Harvard Howard Gardner. These talents or intelligences have existed since the child was born and are formed through the upbringing of the parents.

In PPL activities, PGMI students will find various problems that were unexpected before, considering the experiences they have experienced in different situations and conditions. By understanding this existential intelligence, it is expected that every student is able to explore the potential of this intelligence to overcome various questions that arise in carrying out PPL activities.

### **3. Implications of Multiple Intelligence Management on the successful implementation of student PPL**

Intelligence has a major influence on the successful implementation of PGMI student PPL. However, the definition and size of success itself can vary for each individual. Each individual has their own intelligence, while others may have their own point of view in response to the advantages and disadvantages of people. Some people who consider that a person's shortcomings are an abnormal and unacceptable condition, but on the other

hand there are also those who consider that a person's shortcomings are natural and owned by everyone. The following is the data obtained by 29 respondents:

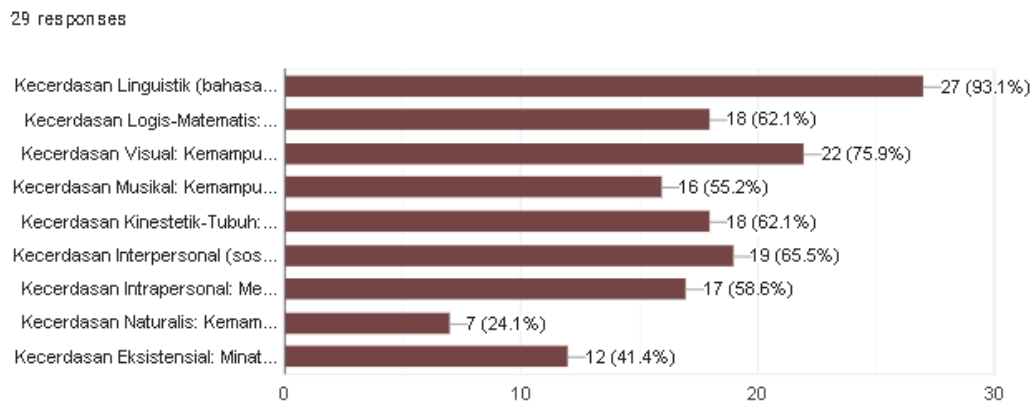


Figure 1 Multiple Intelligences needed in PPL activities

From the graph, it can be seen that of the 9 Multiple Intelligences, linguistic intelligence is the most needed in the implementation of PPL in the amount of 93.1%, followed by visual intelligence 75.9%, interpersonal intelligence 65.5%, mathematical logical intelligence 62.1%, kinesthetic intelligence 62.1%, intrapersonal intelligence 58.6%, musical intelligence 52.2%, existential intelligence 41.4% , and naturalist intelligence 24.1%, according to Howard Gardner, the nine types of multiple intelligences that have been presented above are found in each individual, only the proportion of each intelligence is not the same. As is the case, if a person has linguistic intelligence more prominent than mathematical intelligencellogical. Intelligence is an ability that can change throughout life (Nita et al., 2020).

Intelligence can be developed and enhanced through the proper learning process so that it can function for its owner. The role of Educators has a large enough share to help the development of learners ' intelligence. Therefore, a PPL student as a teacher candidate needs to have and understand the theory of multiple intelligences so that the implementation of PPL in the classroom takes place optimally.

## CONCLUSION

The intelligence that is the gift of the creator to man as his most perfect being can continue to develop and improve as the process goes through and the accompanying influences. For PGMI students who are prepared to become educators, mentors, and teachers at Madrasah Ibtidaiyah, of course, they need to prepare and develop their intelligence that the intelligence he has be able to help them become professional teachers later on. The practice of Field Experience,



which is one of the stages of training to achieve these goals, can be a place to print and sharpen the formation of multiple intelligences needed as a professional teacher. PGMI students in implementing PPL require three intelligences that must be balanced, namely intellectual, emotional and spiritual. IQ, EQ, and SQ are 3 combined pieces of intelligence that cannot be separated. In human life, intellectual intelligence will not be perfect without emotional intelligence, and will not be perfect if it is not accompanied by spiritual intelligence. The balance of IQ, EQ, and SQ is needed by a teacher or prospective teacher.

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