



Implementation of the Multiple Intelligence Research Program in Realizing Outstanding Students in the Field of Tahfidz Al-Qur'an at Al-Aqobah 4 Diwek Jombang Pesantren

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ABSTRACT

Islamic boarding schools in the digital and modern era must develop knowledge for students to keep up with the rapid technological advancements, while ensuring that students are nurtured according to their individual intelligences, all within the framework of Islamic teachings. A kyai (Islamic scholar) must understand the diverse intellectual characteristics of students and guide them based on their interests and talents. Traditionally, students in Islamic boarding schools often master only one field of knowledge, such as Fiqh, Hadith, or the Quran. The multiple intelligences research program is one way to create successful students by recognizing that every individual has different types of intelligence. This qualitative research uses a case study approach to explore the implementation of the multiple intelligences program at Al-Aqobah 4 Islamic Boarding School in Diwek, Jombang, specifically in helping students excel in Quran memorization (tahfidz). Data was collected through interviews, observations, and documentation, and analyzed using domain and taxonomic analysis. The findings suggest that the multiple intelligences program can run effectively, helping students find memorization methods that suit their individual tendencies or intelligence types, thereby improving their ability to memorize the Quran more efficiently.

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INTRODUCTION

Essentially, humans are beings who, by nature, have been created in the best form and are superior to other creatures created by Allah Swt. However, it is humans themselves who will determine the direction of their life journey, starting with choosing the path of truth, which will certainly be chosen by the believers, while others may choose the opposite. This is in accordance with

Allah's word in the Qur'an (Department of Religious Affairs of the Republic of Indonesia Translation, 1994: 597), Surah At-Tin, verses 4-6:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ۝ ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَافِلِينَ ۝ إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ
غَيْرٌ مَّمْنُونٍ ۝

One of the things that distinguishes humans from animals is knowledge. Therefore, education is the bridge that will lead humans to the process of transferring knowledge. In his book *Adab al-'Alim wa al-Muta'allim*, KH. M. Hasyim Asy'ari (cited in Setyowati Nanik, 2017: 34) mentions that education is important as a means to reach true humanity, enabling individuals to realize who their Creator is and the purpose of their creation.

In response to this, Fauzi Yusni (2012) states that pesantren (Islamic boarding schools) offer a form of education aimed at instilling faith and devotion to Allah Swt., noble character, and the pesantren tradition of developing the knowledge, skills, and abilities of students (santri) to become experts in Islamic religious knowledge (*mutafaqqih fiddin*) and to be Muslims with the skills to build an Islamic way of life in society.

According to Jamaluddin Muhammad (2012), the initial educational model in pesantren was open, where a Kiai (religious leader) would read, translate, and explain the books being taught, while the santri listened and learned. Besides functioning as a moral and religious knowledge control for the santri, pesantren also plays a role in providing the foundation for enhancing the intellectual capacity of a nation, from knowledge, skills, to morality.

In this era of rapid digital growth and international competition, it is unavoidable for all humanity, including Muslims, to face these challenges. Therefore, the improvement of human resources for future generations of Muslims is crucial, especially in the fields of science and technology. Thus, pesantren are expected not only to improve the quality of religious knowledge, skills, and morals but also to contribute to enhancing the scientific and technological intelligence of their students.

From a general perspective, Mas Arum Imam (2016) explains that IQ is often seen as the sole variable for a person's success. The higher a person's IQ, the higher their potential for success, and vice versa. However, this view may no longer be accurate in today's context, because success in life depends on multiple factors. Among these factors are logical thinking skills and vocal abilities, which cannot be overlooked.

Pesantren in the digital age and modern times must begin to develop knowledge for their students to keep up with the rapid technological advancements, where each santri should be developed according to their

individual intellectual intelligence, while still within the framework of traditional pesantren teachings. Therefore, a Kiai must understand the various types of intelligence among the santri, guiding them according to their individual interests and talents. In many pesantren, students often master only one area of study, such as fiqh (Islamic jurisprudence), hadith, or the Qur'an, and it is rare for a student to excel in more than one field.

Given these challenges, pesantren must become more innovative in designing and implementing their educational systems by understanding and recognizing the diverse abilities of their students. Thus, the author proposes an innovative program from one of the pesantren in the "city of santri" (Jombang), namely Pesantren Al-Aqobah 4 in Diwek Jombang, which implements a multiple intelligence research program. This program aims to create high-achieving santri by acknowledging that each human being possesses multiple forms of intelligence.

The freedom to develop each santri's potential is still rarely seen in the educational process in pesantren across Indonesia. Often, the pesantren leadership directs the development of the students' potential according to the vision and mission of the pesantren, without considering the individual capabilities of the students themselves.

Given these concerns, it is essential for pesantren to provide a system that facilitates the development of each student's potential, in alignment with their abilities. This will stimulate and maximize the creativity and intelligence of each santri, allowing them to realize their distinct talents and potential.

RESEARCH METHOD

In this study, the researcher employs a qualitative approach, as defined by Strauss and Corbin in Creswell, which is a type of research that generates findings that cannot be achieved using statistical procedures or other forms of quantification. According to Pupu (2009), qualitative research is generally used to study various aspects of society, history, behavior, organizational functions, social activities, and more. The reason for choosing a qualitative approach in this study is that it allows the researcher to explore and understand phenomena that are often hidden or difficult to fully comprehend. The research is classified as a case study, focusing on a single phenomenon in depth while disregarding other phenomena. Nana (2016) explains that this phenomenon could be a school leader, a group of students, a program, a process, a policy implementation, or a concept. This approach helps to answer questions about the actualization, social reality, and responses of the research subjects. Regarding data and data sources, as defined by (Lubis, 2023: Ritonga et al., 2022), data refers to all the

information relevant to the research objectives, which in this case pertains to the implementation of the Multiple Intelligence Research program in fostering high-achieving students in the field of Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang. The data is divided into two categories: primary data, which is directly obtained through interviews, observations, and documentation at the pesantren, and secondary data, which comes from external sources such as official documents, books, research reports, and other relevant materials. To collect this data, the researcher uses qualitative techniques such as observation, interviews, and documentation, as explained by Yunus (2010), which are commonly employed in qualitative research to gather non-numeric data.

RESULT AND DISCUSSION

In this section, the author will correlate the supporting theories of this research with the data obtained through interviews, observations, and documentation with the caretakers, mentors, and students of Pesantren Al-Aqobah 4 Diwek Jombang. The theories and research data discussed here relate to the implementation of the Multiple Intelligence Research program, the implementation of the program to create high-achieving students in the field of Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang, and the supporting and hindering factors in the implementation of this program.

Implementation of the Multiple Intelligence Research Program at Pesantren Al-Aqobah 4 Diwek Jombang

The implementation of the Multiple Intelligence Research program at Pesantren Al-Aqobah 4 Diwek Jombang is applied to various activities in the pesantren, including Al-Qur'an and hadith memorization, Banjari (Islamic choir), Khitobah (public speaking), and others. Every student is required to participate in either the Al-Qur'an memorization program or the hadith memorization program, commonly known as the "Five Verses, One Hadith" program.

The caretaker (Kyai) coordinates with the pesantren mentors to implement the Multiple Intelligence Research program, which has gone through a training process, also referred to as the pesantren mentor's training (Diklat Pembina Pesantren). The mentors' role is to assist the caretaker in applying the pesantren system effectively. This includes conducting an analysis to identify the tendencies of the students in learning and memorizing, as each student has different tendencies. Therefore, an analysis and data collection are carried out to understand these tendencies.

Based on the data about the students' tendencies, the mentors group the students who have similar tendencies or intelligences into one group, so they can work together and maximize their potential with the support of their peers. This approach aligns with Howard Gardner's characteristics of multiple intelligences, as explained in Musfiroh Tadkiroatun (2010: 8), which include the following concepts:

1. All intelligences are different but equal; no intelligence is superior to another.
2. All humans possess intelligences, but to varying degrees, and all intelligences can be explored, nurtured, and developed optimally.
3. With practice, all intelligences can strengthen a person's existing abilities and minimize weaknesses.
4. All intelligences collaborate to achieve human activities because any task requires more than one intelligence, and one intelligence can be applied in various fields.
5. These intelligences are found across all cultures and among diverse age groups.
6. Each intelligence has a core tendency, which includes visual, auditory, and kinesthetic abilities.
7. The optimal development of an intelligence is influenced by the attitudes formed from early childhood, adolescence, and adulthood.
8. Some intelligences require special assistance to develop because they may be slower in absorbing events and knowledge.

From the descriptive findings and the theory above, it can be concluded that the data aligns with the theory, as both recognize that each human or student in this study has unique characteristics, with differences in the intelligence they possess.

Implementation of the Multiple Intelligence Research Program in Developing High-Achieving Students in Al-Qur'an Memorization at Pesantren Al-Aqobah 4 Diwek Jombang

To achieve high-performing students in the field of Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang, the caretaker uses the Multiple Intelligence Research program, which has become the flagship program of the pesantren. This program aims to support the students in achieving their goal of memorizing and understanding the Al-Qur'an correctly. The Multiple Intelligence Research program helps students enjoy the process of memorizing the Al-Qur'an, as the caretaker and mentors first analyze each student to identify their tendencies during the memorization process.

As a result, the mentors group the students with similar tendencies in one dormitory or room, so that students feel more comfortable when they are with peers who share the same characteristics. The steps in this implementation are as follows:

1. The caretaker provides guidance and understanding to the mentors about the Multiple Intelligence Research program.
2. The mentors conduct an approach and analysis to each student to identify their memorization tendencies.
3. The mentors group students with similar memorization tendencies together.
4. The mentors provide supporting media according to the students' intelligences. For example, if a student's intelligence is visual, the supporting media for memorization would include images or writing.
5. The mentors integrate elements of multiple intelligences into external activities, such as extracurricular activities and other non-academic activities.
6. The mentors regularly visit other schools or pesantren for benchmarking and to further develop the Multiple Intelligence Research program.
7. The mentors conduct monthly and annual evaluations to assess the progress of the program and find solutions in case any issues arise.

The research findings above align with the benefits of implementing multiple intelligences in education, as stated by Handy Susanto (2005: 12), who identifies several benefits, including:

1. The education process becomes more varied in terms of choosing teaching media, as multiple intelligences provide the understanding that all students possess unique intelligences.
2. It gives students the opportunity to learn according to their individual needs, interests, and potential.
3. It emphasizes the importance of parents and the community in supporting the education process, as every activity a student engages in during the learning process will involve the wider community.
4. Students will be able to demonstrate and share their strengths. Developing their strengths provides motivation to continue progressing and reach expertise in their field.
5. Educators are tasked with understanding each student's individual needs. This ensures that students receive focused attention and positive learning experiences, and enhances their ability to find solutions to the problems they face.

This definition of benefits is consistent with the understanding of high-achieving students, which means success is not only measured by winning competitions, but also by the ability to gain knowledge and apply it effectively.

Based on the research data and theory, it can be concluded that providing students with the opportunity to learn according to their needs and understanding that all students have different types of intelligence is key. The ultimate achievement is not only winning a competition, but the ability to solve problems independently and maximize one's potential.

Supporting and Hindering Factors in the Implementation of the Multiple Intelligence Research Program to Create High-Achieving Students in Al-Qur'an Memorization at Pesantren Al-Aqobah 4 Diwek Jombang

1. Supporting Factors

The supporting factors in the implementation of the Multiple Intelligence Research program to create high-achieving students in Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang include:

- a. The Multiple Intelligence Research program being a flagship program at the pesantren.
- b. The process of grouping students according to their intelligence tendencies.
- c. The adequacy of facilities and infrastructure.
- d. Allowing students the freedom to explore their own intelligence.

These supporting factors align with one of the characteristics of implementing multiple intelligences according to (Lubis & Ritonga, 2023), who states that all intelligences have a core tendency, which includes visual, auditory, and kinesthetic abilities.

From this, it can be concluded that the research findings and the theory used in this study are consistent, as both emphasize that every human ability has tendencies, and the supporting factor here is grouping students with similar tendencies into one group or dormitory.

2. Hindering Factors

The hindering factor in implementing the Multiple Intelligence Research program in creating high-achieving students in Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang is the pressure from parents for their children to quickly learn and understand things. However, in the learning process, each child or student needs time to adapt to their environment and discover their strengths. This issue is addressed through parent-teacher meetings, where the caretaker explains and guides the parents to transform these pressures into support and motivation for the students.

As mentioned in the section on the benefits of implementing multiple intelligences, Handy Susanto (2005: 14) also highlights the importance of parents and the community in supporting the educational process, as every student activity in the learning process involves the wider community.

Thus, the hindering factor in this implementation is the pressure from parents, but the pesantren has found a solution: the caretaker communicates directly with parents to turn these pressures into support, motivation, and encouragement for the students to overcome challenges in their learning.

CONCLUSION

The implementation of the Multiple Intelligence Research program in fostering high-achieving students in the field of Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang begins with an analysis and data collection phase to identify the tendencies of students during the memorization process. Following this, the students are grouped based on their similar tendencies into one group or environment (dormitory or room). This is done with the aim of encouraging students to work together and support each other, as they share similar habits, tendencies, and characteristics. With these shared traits, students do not require a lengthy adaptation period to adjust to their group.

In addition to the stages of implementing multiple intelligence, the supporting factors for the success of the program in fostering high-achieving students in Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang include the active role of parents and the community in supporting the students' activities. The students need encouragement and motivation to develop their potential, especially in the field of memorization. They require others to help with their ***sema'an*** (recitation) sessions to ensure their readings and memorization are correct according to the proper tajwid (rules of recitation), and to prepare them for reciting the Qur'an to the caretaker (kyai).

On the other hand, the hindering factor in implementing the Multiple Intelligence Research program to foster high-achieving students in Al-Qur'an memorization at Pesantren Al-Aqobah 4 Diwek Jombang is the pressure from parents regarding the students' learning targets. This pressure can make students feel stressed and uncomfortable in their studies. To address this issue, the caretaker provides guidance to the parents during parent-teacher meetings. The guidance encourages parents to shift the pressure into motivation and support for their children's learning. Additionally, parents are encouraged to frequently show appreciation when the students make progress in their studies, no matter how small.

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