ICT INTEGRATION IN ISLAMIC EDUCATION FOR ELEMENTARY SCHOOLS

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Abstract

In Indonesia, learning practices often categorize students as either intelligent or unintelligent based on their performance in monotonous school exams. This is especially evident in Islamic Education, where intelligence is often seen from memorization abilities. However, students possess diverse intelligence potentials that go beyond one particular skill. Thus, this research aims to explore the implementation of multiple intelligence-based learning in Islamic education for elementary schools, along with the integration of technology to support it. The study used library research, gathering data from magazines, journal articles, and books. The findings emphasize the importance of integrating information and communication technology to foster students' logical-mathematical, linguistic, musical, interpersonal, intrapersonal, kinaesthetic, visual, naturalist, and existential intelligence in Islamic education at the elementary level.

Keywords: Multiple Intelligences; Islamic Education; Elementary School; Information Communication Technology.

Abstrak

Praktik pembelajaran di Indonesia kerapkali membedakan siswa menjadi siswa cerdas dan siswa bodoh. Kecerdasan siswa diukur berdasarkan kemampuan mengerjakan ujian sekolah yang monoton. Terlebih dalam pelajaran PAI, kecerdasan biasanya dilihat dari kemampuan menghafal saja. Padahal, potensi kecerdasan siswa sangat beragam dan tidak terbatas pada
satu bentuk keterampilan tertentu. Maka dari itu, penelitian ini berusaha meneliti pengembangan pembelajaran berbasis kecerdasan majemuk dalam pembelajaran PAI di sekolah dasar serta integrasi teknologi untuk menunjangnya. Penelitian ini menggunakan metode library research di mana data primer dapat bersumber dari majalah, jurnal, ataupun buku yang terdapat di perpustakaan secara offline ataupun online. Penelitian ini menemukan bahwa integrasi teknologi informasi dan komunikasi sangat krusial untuk mengembangkan kecerdasan majemuk siswa dalam pembelajaran PAI di sekolah dasar. Terdapat pelbagai bentuk teknologi informasi dan komunikasi yang dapat dimanfaatkan untuk memfasilitasi perkembangan kecerdasan logis-matematik, linguistik, musik, interpersonal, intrapersonal, kinestetik, visual, naturalis, dan eksistensial.

Kata Kunci: Kecerdasan Majemuk; PAI; Sekolah Dasar; Teknologi Informasi dan Komunikasi.

INTRODUCTION

In his book *How Children Fail*, John Holt emphasized that poor educational institutions were not the primary cause of students' failures in the learning process. Instead, the school's intentional practices of repressing student's unique potential is the main issue (Bagir, 2019). It is illustrated by teachers' preference for classical teaching models that place a greater focus on memorizing even though rote learning is not the sole intellectual potential held by students. This is what will turn off students' unique potential.

In tune with the statement mentioned earlier, expert in multiple intelligence, Thomas Armstrong, underlines the negative impact of using classical models when information technology is widely used in educational realms today. It may, first, tend to make teachers divide their students into intelligent and unintelligent students since the standard for intelligence in conventional teaching models is just a rote aspect. Second,
conventional methods will lead to students’ boredom due to their monotonous nature. Third, the lack of enthusiasm among students to participate in learning can be attributed to teachers’ diminished creativity in their teaching methods (Armstrong, 2004).

Humans are God's most perfect creations, endowed with gifts and distinctive features (Anwar et al., 2022). From this diversity of intelligence potentials, it is crucial to recognize that the parameters of student intelligence are not restricted to cognitive intelligence, but must also take into account other characteristics of potential basic intelligence held by humans. Albert Einstein once used an analogy to highlight this problem: if a fish is judged solely on its ability to climb a tree, the fish will feel dumb for the rest of its life (Setyawan, 2014). This analogy seeks to illustrate the potential demise of a fish if its basic abilities are not considered. It also holds true for humans, particularly in the realm of education. Hence, the perspective that intelligence solely revolves around cognitive (intellectual) aspects must be abandoned.

Among the theories that affirm multiple intelligences is the one formulated by Howard Gardner (Machali, 2014). The theory of multiple intelligences regards humans as beings with a range of intelligence potentials, extending beyond mere cognitive memorization. This theory was initially developed in 1980 during Howard Gardner's research at Harvard University as part of Project Zero (Gardner, 2013a). The theory aims to formulate nine types of intelligence that are natural human potentials, including (1) mathematical intelligence, (2) linguistic, (3) musical, (4) visual-spatial, (5) interpersonal, (6) kinaesthetic, (7) naturalist, (8) intrapersonal, and (9) existential
intelligence (Suyadi, 2020). The theory of multiple intelligences brought major changes in education.

Many stakeholders in education, particularly teachers, have begun to design learning models based on the ideas of multiple intelligences as a result of this theory (Fikriyah & Aziz, 2018). Among the schools that apply the concept of multiple intelligences in their education curriculum is the Superior School initiated by Munif Chatib (Mauizdati, 2020).

The concept of multiple intelligences indirectly relates to Islamic Education lessons in elementary schools. The lesson in Islamic Education displays the main goal of national education, which is to carve perfect human beings (insan kamil) who can carry out their mandate as caliphs on earth (Dinata, 2020; Wijaya, 2022). The pressing need to include Islamic Education in this study arises from the prevailing public perception that considers these lessons monotonous and overly focused on rote learning methods (Rahmawati et al., 2022). In practical application, it is still common to find teachers teaching Islamic Education using the traditional lecture approach, heavily emphasizing memorization aspects even though not all students have the same ability and potential to memorize. This is where the importance of using multiple intelligence methods in the Islamic Education learning process lies.

Particularly in the era of rapid technological advancements, it is imperative to prioritize the digitization of the education sector to avoid lagging behind other industries. Consequently, combining different intelligences in Islamic Education with digitalization efforts, particularly via the use of Information and Communication Technology (ICT), becomes critical. This connection guarantees that religious learning
remains current and fits with the broader educational landscape's continuing digital revolution.

This study centers around Islamic Education at an elementary school in Indonesia. The elementary school level is the golden age for students in their educational process (Hidayat, 2021). For instance, Finland, a country well-known for its high-quality education, particularly in the context of basic education, has achieved this status by prioritizing the enhancement of education quality at the primary level as the main foundation for their educational transformation, which was evidenced by the PISA test (Hatip, 2022). Therefore, this research focuses on the digitalization of Islamic Education based on multiple intelligence to be able to catch up with countries that have already advanced in terms of education quality.

This study can be seen as a continuation or progression of previous research efforts, akin to a marathon where it builds upon the knowledge and findings from earlier studies focusing on Islamic Education (Ikmal & Sukaeni, 2021), strategic advancements linked with principles the various intelligences principle (Wahyudi & Alafiah, 2016), and Islamic Education innovations blended with many intelligences principles (Asnah, 2017).

This study differs from previous studies in that it focuses on previously undiscovered digitalization construct. The primary goal of this research is to describe the integration of Information and Communication Technology (ICT) based on multiple intelligences in Islamic Education in elementary schools, with the goal of modernizing Islamic Education in the modern era. The projected outcomes of this research will
provide useful insights and contributions toward building a more relevant model of Islamic Education in Indonesia.

METHOD

This study used library research. This research is classified as qualitative since the data collection process was conducted without going into the field but instead relied on written sources such as articles journals, magazines, books, and other written materials (Evanirosa, 2022). This research relies heavily on literature that examines the concept of multiple intelligences in the context of education, such as the works of experts (Bagir, 2019; Chatib, 2017b; Zahira, 2019). Various studies on multiple intelligences that have been investigated by earlier researchers are used as additional sources in this study.

In this study, the data collection method employed is documentation. By using this technique, the researcher can gather secondary reference data without the necessity of direct contact, such as interviews or observations, with the research subject (Fadhallah, 2020). It was completed by gathering references in the form of documents, selecting materials that are relevant to the research needs, and outlining the documents gathered. The data analysis approaches employed by the researchers in this study comprised data reduction, data display, and conclusion drawing (Tanjung et al., 2022). In the data reduction stage, the raw data sourced from primary and secondary data were described to enable a better understanding of the data (Rijali, 2019). The processed data was given in the form of a systematic description in accordance with the needs of the defined discussion objectives. After the data has been
provided methodically, the researcher must form conclusions about the data that has been presented from beginning to end.

RESULTS AND DISCUSSION

Multiple Intelligence

To understand the concept of multiple intelligences, it is necessary to know the meaning of intelligence itself. While experts may have varying interpretations of intelligence definition, intelligence can be understood through three approaches: developmental theory, psychometric theory, and neurobiological theory (Latipah, 2017). According to a neurological approach, intelligence has a biological and anatomical foundation. This suggests that intelligence is a behavior that may be linked to neurobiological processes and neuroanatomical structures. According to this viewpoint, there is a distinction between the brains of intelligent people and those of ordinary people.

The next approach is psychometrics. According to this approach, intelligence has different psychological features. This approach defines intelligence as a human skill related to reasoning and memory in coping with a specific situation. In contrast, the developmental theory approach stresses intelligence as being qualitatively tied to a person's biological development phases. Based on the many definitions of intelligence presented above, it is possible to infer that intelligence is the ability and basic potential possessed by every human being as capital to address everyday challenges.

Meanwhile, Howard Gardner's concept of multiple intelligences attempts to provide a new paradigm for perceiving learners as intelligent individuals with diverse
potentials. As a result, being a smart and intelligent student is decided not only by cognitive test scores but also in a variety of other ways (Hoerr, 2007). The theory describes the nine different types of intelligence that exist in humans, including logical-mathematical intelligence, linguistic intelligence, kinesthetic intelligence, naturalist intelligence, existential intelligence, visual intelligence, verbal intelligence, musical intelligence, intrapersonal intelligence, and interpersonal intelligence.

Through this theory, Gardner has at least changed three major paradigms in the educational realm. First, intelligence is not limited by an institution's formal test because one's intelligence is always developing. Second, human intelligence is multidimensional, that is, a person's intelligence is the brain's work process until that person finds the final condition of the level of his best potential. Furthermore, a person's optimal condition is not limited to one condition (Chatib, 2008). Thirdly, intelligence is regarded as a form of discovery capability, meaning that the theory of multiple intelligences entails the exploration of various intelligence types rather than adhering to a single notion of intelligence.

Information Communication Technology (ICT) in the 21st Century

Anies Rasyid Baswedan, Indonesia's Minister of Education and Culture from 2014 to 2016, often discusses the concept of 21st-century education, which is closely associated with digitalization issues. He underlines the importance of digital literacy competency as a crucial pillar of education today. Without a doubt, digitization has dramatically impacted many elements of modern human life, as seen by the trend
toward digital words like virtual reality, metaverse, and other digital phenomena (Halim, 2022). The world's state is rapidly evolving as a result of digital technologies. Prior to 2000, it was possible that a postal delivery job would be in high demand, but this appears not to be the case in today's digital world. Phenomena like this encourage humans to always adapt to their surroundings.

To adapt to changing circumstances, digitization activities must be carried out holistically throughout the educational sphere. Digitalization in education is critical since one of a country's accomplishments in addressing the Fourth Industrial Revolution is defined by education's ability to adapt to technological changes and global change (Lase, 2019). Adaptation to this technological growth is required since the field of education is currently confronting problems in the shape of the younger generation's character, which differs from earlier generations. The present younger generation are the millennial generation who was born during a period of fast technological development (Widodo & Rofiqoh, 2020).

Given the current situation, education must adapt to technological innovations. When students and society are engaged in rapid technology growth, stakeholders, notably teachers, can no longer rely simply on traditional instructional approaches. As a result, educational institutions must work together to integrate education and digital technology to fully exploit the learning potential of today's society. According to Mark McCrindle, the alpha generation, or the present generation of young children, has the characteristic of being closely connected to technology innovations, smoothly
assimilating these advancements into their daily life (Hidayat, 2021).

As a result, this technology-based learning must be optimized as early in the learning process as possible. When paired with the concept of various intelligences, this digital-based learning paradigm will have a greater influence on students. The following are the benefits that teachers can gain by using technology in the learning process (Nuha, 2016):

- Provide students with increased freedom to independently solve problems.
- Enhance material visualization with engaging animations for greater appeal.
- Offer a wide range of diverse learning content and methods.
- Boost student motivation and eagerness to learn.
- Utilize various learning approaches to optimize outcomes.
- Foster students' enthusiasm for learning by presenting comprehensible materials.

**Islamic Education**

Meaningful learning is a learning process that takes place at school between teachers and students (Suprihatiningrum, 2013). Meanwhile, as stated in the Outlines of the Teaching Program for Islamic Education (GBPP PAI) in public schools, Islamic Education is a planned and conscious effort in preparing students to understand, live, and believe in the teachings of Islam (Muhaimin, 2004). Omar Mohammad Al-Toumy described Islamic Education as an attempt to change individual behavior through an educational process that involves teachers and students in it (Muhaimin, 2004). Almost identical to the previous opinion, Samsul Nizar emphasized
that education is a conscious effort carried out in steps and stages by someone who has qualifications as an instructor (Fikriyah & Aziz, 2018).

Meanwhile, Athiyah al-Abrasy explained that Islamic Education has principles that include equality, freedom, and equal opportunity to receive learning rights in order to solve various religious problems (Jauhari, 2022). Drawing from the various perspectives discussed earlier, it can be deduced that Islamic Education purposefully aims to shape students' characters in alignment with the principles and principles of Islamic teachings. Omar Mohammad Al-Toumy further outlined the following objectives for Islamic Education:

- Individual goals encompass behavioral, knowledge, and physical as well as spiritual abilities' transformations.
- Social goals pertain to an individual's conduct within the community.
- Professional goals are related to professions and societal activities (Yasmansyah & Husni, 2022).

As an academic field of study, Islamic Education encompasses several comprehensive areas. The scopes of Islamic Education include the following:

- 1. The relationship between individuals and themselves.
- 2. The relationship between individuals and God.
- 3. Interpersonal relationships among humans.
- 4. The connection between humans and the natural environment.

Islamic Education was selected as the focal point of this study due to its relevance in addressing the vulnerability of the alpha generation to negative impacts from information technology advancements. This period presents a crucial time
for them as they explore their authentic identities (Frieswaty et al., 2020). These issues subsequently compound into moral decay in Indonesian teenagers. As a result, this study focuses on Islamic Education as a research topic because they play an important role in revitalizing character education, which plays a role in instilling and cultivating religious values, faith, and piety that protect the younger generation from the current problems of moral degradation (Sapitri et al., 2022).

**Development of Multiple Intelligences in Elementary Education**

When discussing the subject of primary education, one cannot avoid mentioning Finland. Finland has demonstrated to the world during the previous few decades the progress of their country’s education system, particularly elementary school education, which is capable of ranking among the best in the world. This has been demonstrated by acquiring the Program for International Student Assessment (PISA) exam (Hatip, 2022). The current level of education in Finland was not achieved in a short period of time, but rather through a lengthy and hard process. Finland’s state education reform began in 1968 when the government chose to discontinue the tiered education system (parallel school system/PSS) in favor of a 9-year national obligatory basic education system for all students (Batubara, 2021).

The Finnish government holds the perspective that a hierarchical education system is less effective in their nation. This is attributed to variations in students' learning processing and receptivity capacities. Persisting with such a system may lead to the social phenomenon of categorizing students as “intelligent” or “unintelligent,” and schools as “preferred” or
“disfavored” (Suardipa, 2019). This educational paradigm is thought to have the potential to have a negative impact on the well-being of students, instructors, and educational institutions in general. The Finnish government is already aware that kids' learning potential cannot be equaled. Because, in essence, every student achieves and has potential based on the attributes that they each possess.

Albert Einstein first raised this issue many years ago. Einstein highlighted that every child is a genius, but judging a fish based on how it climbs a tree will make the fish feel foolish for the rest of its life (Ulfa, 2021), even though every student has different potential. Each student has diffability, or different abilities as a part of their nature (Hidayatunnajah & Anugrah, 2021). The Finnish government has recognized this truth since its inception. In fact, every student is like a seed that retains all its perfection after birth. Finland has been attempting to implement this paradigm from its inception. When students complete nine years of compulsory schooling, they are no longer introduced to the ranking system (Suardipa, 2019). They are focused on building their basic abilities according to their respective potentials. In one corner of the city of Finland, there is a little village known as the Athens of Finland that serves as an educational center called Jyväskylä. It is the heartbeat of educational rejuvenation initiates its rhythm within the Finnish landscape (Adiputri, 2019). It is known as Finland's pulse of resurgence because primary schools there pay close attention to the potential of their students.

A student with extraordinary linguistic potential, for example, should not be forced to thrive in areas other than linguistics. Schools should instead aid and direction to students
whose skills have been recognized, rather than encouraging them to pursue careers that are above their capabilities. Schools must not be turned into prisons that limit kids’ ability to achieve. Educational institutions that restrict space for students’ achievements lose sight of the spirit of education. As a result, future learning models must accept student diversity and evolve over time. As a result, Indonesian education can put an end to educational systems that suppress students’ potential, interests, and abilities, as well as the categorization of students as “intelligent” or “unintelligent” (Anah, 2022).

**Information Technology-Based Multiple Intelligence in Islamic Education in Elementary Schools**

It is worth noting that the theory of multiple intelligences formulated by Howard Gardner has drastically changed the state of education. Various academics, stakeholders, and educational institutions are busy implementing the concept of multiple intelligences in their educational curriculum. This theory of multiple intelligences needs to be implemented in Islamic Education since a lot of research confirms that Islamic Education is boring and solely focuses on memorization (Sa’adah, 2020).

By embracing the concept of multiple intelligences, teachers can creatively revitalize Islamic Education, tailoring them to each student’s unique potential in an engaging and enjoyable manner. It is crucial to emphasize that every individual possesses genius within them. However, if someone assesses a fish based on its ability to climb a tree, the fish may spend its entire life believing it is unintelligent (Dewi, 2021). Everyone’s individuality must be preserved and nurtured; if a
student has the potential for linguistic intelligence, he should not be forced to learn other intelligences that are not his main potential; instead, allow a child to grow up with the natural potential of their own intelligence.

Hence, to ensure the comprehensive development of students' intelligence in Islamic Education, the integration of the multiple intelligences concept becomes highly essential in the learning process. Implementing multiple intelligence research (MIR) is vital to identify and map the individual intelligence potential of each student accurately (Afandi, 2021). MIR is a research attempt to discover the potential and distinctive characteristics of each student's learning style (Setiawati, 2019).

Reading students’ intelligence patterns can be accomplished through socialization at the start of learning, interviews, and other means. Teachers begin to construct nine types of Islamic Education models that are fitted to the concepts and features of each intelligence that have been formulated after learning about each student’s style and distinctiveness. As a result, teachers must develop Islamic Education that gives the nine forms of intelligence equal access to the learning process. Once these nine types of intelligence are recognized, the subsequent phase involves integrating technology into the learning process. Incorporating technology-based learning becomes an indispensable necessity for education to thrive in the digital era and adapt to the widespread digitization that pervades all aspects of human existence.

**Logical-Mathematical Intelligence**

Mathematical logic intelligence refers to the ability for problem-solving based on the manipulation of numerical data,
quantities, and operations (Yaumi & Ibrahim, 2016). It also encompasses a person's capacity to engage in scientific mathematical thinking, reasoning, and calculations (Gardner, 2013). This intelligence exhibits a learning approach that heavily relies on numerical concepts, logical thinking, problem analysis, as well as formulating hypotheses and estimations. Identifying the characteristics of mathematical intelligence in students is not challenging since those who demonstrate skills in comprehending numbers, quick calculations, and resolving various reasoning problems often possess high potential in this domain (Shoiimatul, 2013). The characteristics of mathematical intelligence include:

- Enjoys working with numbers.
- Can think logically and solve problems.
- Likes to use symbols and think creatively.
- Enjoys solving puzzles and trying new things.

As a result, combining mathematical intelligence with Islamic Education will result in learning that primarily employs reasoning, problem-solving, figures, graphs, charts, and other learning approaches. This is done to optimize the growing potential of mathematical intellect and reasoning in kids through Islamic Education study. Use case studies of societal problems that students experience in their daily lives as a trigger for reasoning-based learning from the start of learning.

Regarding technology, teachers in Islamic Education can employ the ICT-based Problem-Based Learning (PBL) approach as a teaching method to enhance mathematical intelligence. The utilization of ICT-based PBL methods has been a subject of discussion at the 21st Conference of the Asian Federation of Engineering Organizations. Information and Communication Technology (ICT) creates a virtual environment that overcomes
the limitations of physical facilities, allowing for the optimal utilization of technology as a replacement for constrained physical elements during the learning process.

The goal of providing a virtual environment as a replacement for physical elements is to bring virtual learning materials within the physical constraints of the classroom. For example, when teaching students about caring for and cherishing the Earth in the independent curriculum of Islamic Education at the elementary level, the teacher may want to use forest fires and their prevention to demonstrate this. However, there is no need for the teacher to set a forest on fire to give students examples. Instead, virtual dimensions such as pictures or movies in the classroom might be used to teach the concept of forest fires. This shows the goal of using a virtual environment to replace physical aspects in the classroom learning process.

This can be achieved by leveraging the internet's availability as a product of technological advancements in the modern era, allowing teachers to access learning materials virtually with ease. For instance, while studying Islamic Education on the topic of Zakat, teachers can use internet-sourced pictures and videos as learning materials in the classroom. This eliminates the need for teachers to physically procure items like rice and transport them to the classroom. Virtual learning materials suffice to support the learning process. Additionally, teachers can benefit from free photo or video platforms accessible on the internet. One such platform is YouTube, which offers various free learning videos on Zakat. These Zakat learning videos are captivating, featuring visual effects that are suitable for young learners.
Of course, it is not only movies on Zakat that should be used; various learning materials that can be obtained on YouTube should be used as much as possible by teachers. Especially with the availability of an autonomous curriculum, which allows teachers to be more flexible in developing learners. This appears to be a simple task, yet many teachers underestimate its importance and are unaware of its positive influence. Of course, it is not limited to the YouTube platform; other methods can be used if the technology adheres to the principles of continual mathematical intelligence-based learning.

**Linguistic Intelligence**

Linguistic intelligence focuses on an individual's proficiency in effectively and accurately processing and utilizing words. It is also associated with a person's aptitude for verbal and written expression, comprehension, and organization of language (Jasmine, 2013). The ability to compose and understand words is the main way of thinking and solving problems for every individual who has the potential for this intelligence.

The learning approach that highlights parts of linguistic intelligence maximizes activities such as storytelling, writing, listening, reading, asking questions, discussing, and so on (Chatib, 2017a). As a result, it is critical for teachers not to assist students’ verbal intelligence expression. Allow students to develop themselves at school by actively speaking/writing. Forbidding students from speaking and expressing themselves in class may really impair their language engagement throughout their golden years.
As a result, Islamic Education that incorporates the concept of linguistic intelligence must stress reading, writing, presenting, debate, storytelling, and other approaches as the primary mode of learning. These strategies were chosen because they were thought to be ideal for maximizing the development of students’ language abilities in the classroom. To improve language skills, students can be asked to narrate stories or have discussions with one another.

In light of the prevalence of information technology, teachers can make use of artificial intelligence (AI) in the learning process. This AI is a technology that has been intended to imitate the intelligence of humans and even duplicate the performance of the human brain using a series of computer programming algorithms (Putro et al., 2023). The integration of Islamic Education lessons combined with the existence of AI is by developing interactive games based on Role Play Games (RPGs). Based on research conducted by Rakimawati et al. (2019), this interactive game innovation based on RPGs can be improved to encourage the development of students’ linguistic intelligence. RPG game-based learning was chosen because it adjusts to students' qualities that are still strongly tied to learning tasks while playing.

The RPG game is designed to be highly appealing, featuring an interface suitable for students, and its content aims to promote digital literacy and improve linguistic skills. This interactive game involving the students’ five senses ensures their development while playing. As an inquiry learning model, this RPG-based interactive game engages students actively through interactivity (Rakimawati et al., 2019). This game is
designed to develop the potential of students’ linguistic intelligence which includes:

- Digital literacy (ability and skills in using digital media to process and understand ranged available information (Bastin, 2022). Previous studies (Nurkhasanah, 2022; Tuna, 2022) have proven that a student’s potential for digital literacy and linguistic intelligence will develop when playing digital games.
- Language skills (listening, reading, and telling stories). Rakimawati et al. (2019) explained that games that contain pictures, sounds, and letters will improve students’ listening, reading, and telling stories.

This RPG interactive game on zakat material made by Rakimawati is an example of a zakat-only RPG game. There are numerous other RPG games that teachers can employ to enhance their students’ learning. The content in this RPG game may still be modified to meet the needs of ongoing education. As a result, it is highly easy to develop the capacity for linguistic intelligence when Islamic Education is wrapped through interactive RPG-based games.

**Musical Intelligence**

Intelligence is concerned with a person's ability to enjoy, explore, grow, and understand sound and musical patterns. Students with high musical intelligence tend to enjoy singing and are interested in the world of music. Learning strategies that are consistent with the features of musical intelligence include employing media to learn music rhythms, songs, tones, and multiple other musical instruments. The following are the qualities of students who have the potential for musical intelligence:

- Sensitive to music and things related to it.
• Enjoys singing, understanding, and exploring things related to music.
• Demonstrates the ability to differentiate between sounds produced by different musical instruments (Sahnan, 2019).

The application of the musical intelligence concept in Islamic Education involves incorporating singing, humming, song composition, and other related methods to enrich the learning process. This approach makes the learning experience enjoyable and eliminates boredom. Additionally, students' capacity to appreciate, explore, and even cultivate musical patterns will be enhanced through this learning model. In light of the prevalence of information technology, teachers can utilize freely available music game applications on Android to further support their teaching efforts. As research conducted by Umairi et al. (2021) shows that media gadgets based on music game applications can increase the potential for one's musical intelligence.

Teachers can use the music application on this device to enhance the learning process. Students are taught to hum, sing, and so on, as well as scales and digital musical instruments that can be accessed from gadgets. The utilization of this gadget media will undoubtedly compensate for a teacher's inability to bring authentic musical instruments into the classroom. Furthermore, the usage of gadget-based digital music media serves to educate students about the benefits of technology that may be employed for educational purposes. During the Aqidah lesson, for example, in addition to teachers bringing his lessons by singing, students will also be introduced to various kinds of digital musical instruments through this music application.
From here the potential of students' musical intelligence will increase rapidly.

**Interpersonal Intelligence**

Many experts consider childhood to be a vital developmental phase. That is, everything that students learn will influence their behavior, habits, and attitudes, as well as their ability to adapt to their surroundings in the future. Interpersonal intelligence is the capacity to adapt to and from social relationships with the people around you (Muniroh, 2009).

Interpersonal intelligence is a person's ability to communicate, empathize well, and establish harmonious relationships with fellow humans. Some other experts describe interpersonal intelligence is a person's ability to build good social relationships and maintain these relationships so that both parties can help each other. This interpersonal intelligence helps a person to better understand and be sensitive to the feelings, motivations, and intentions of other people (Kurniasih, 2021).

The development of interpersonal intelligence in Islamic Education learning can be done by adopting group and collaborative learning methods. Collaborative learning is expected to develop students' social sensitivity (Salihan, 2020). This interpersonal intelligence can be paired with other intelligence that have the potential to be merged in practice learning. When students learn to utilize gadget-based music game media, for example, the teacher can limit the number of gadgets used by students to create small groups that connect with each other and establish relationships with each other.
In relation to information technology, Islamic Education teachers can utilize game-based learning websites such as Kahoot as learning media. Kahoot is an educational website-based game page created by Johan Brand and friends in 2013 (Irwan et al., 2019). Kahoot presents an interesting competition-based game feature to be played individually or in groups.

Through Kahoot, teachers can bring their learning in a cool and fun way. This approach indirectly fosters the development of students' interpersonal intelligence as it strongly emphasizes teamwork and social interactions within each group while addressing the provided questions.

**Intrapersonal Intelligence**

According to the world-renowned education expert, Thomas Armstrong, intrapersonal intelligence holds a paramount significance among all human intelligence (Munafiah, 2018). This intrapersonal intelligence refers to a person's ability to recognize his own strengths and weaknesses (Muhaemin & Fitranto, 2022). Students with high intrapersonal intelligence are not introverted and avoid social relationships;
instead, they have good social skills because they can comprehend and control themselves well. If appropriately coached and directed, students who excel in interpersonal intelligence have a significant potential to become motivators, psychologists, and others.

Islamic Education aimed at developing intrapersonal intelligence can be designed with a focus on fostering values such as love, self-reflection, and self-motivation. The learning activities will be centered around contemplation and self-awareness, encouraging students to comprehend their strengths and weaknesses. In conjunction with the availability of information technology, Islamic Education teachers can utilize school facilities, such as computer labs, to support this form of learning, which aims to enhance students' intrapersonal intelligence. This learning model will challenge students to comprehend and recognize their own potential.

After aiding students, each student will be given access to a computer to maximize learning with intrapersonal intelligence. At the elementary school level, Islamic Education teachers can create engaging learning resources such as videos, audio, posters, and pictures that are specifically designed to captivate and align with the learning theme, tailored to the interests of the young learners.

For example, if a teacher is going to teach students about prayer, the instructor can prepare learning resources such as e-comics, animated movies, and others that include prayer lessons. Then, a teacher allows students to choose any learning resources on the computer, such as e-comics, audio, video, or anything else. Learning models like this will allow students to choose the learning style and qualities that are best for them.
Some students who enjoy drawing can select from a variety of drawing materials or prepared e-comics. Similarly, different material models.

**Kinaesthetic Intelligence**

Kinaesthetic intelligence describes a person's ability to express thoughts and ideas by using body movements or motor movements. This intelligence is also often understood as an ability to use its limbs with the aim of solving a problem, producing a product, or having above-average physical abilities. Examples of people who have high kinaesthetic intelligence are sports athletes, dancers, and others (Arrofa Acesta, 2019). The characteristics of individuals with kinaesthetic intelligence are:

- Enjoys engaging in sports, dancing, and other physical activities.
- Likes to ponder over things while walking or moving around.
- Often utilizes body language in daily interactions.

The Islamic Education teaching approach, paired with the concept of kinesthetic intelligence, gives a greater emphasis on activities that explore nature, adventure, or numerous other activities that emphasize on body movement activities. A teacher can use demonstration strategies or role plays in the classroom to help students develop their kinesthetic intelligence. A teacher can, for example, directly include students in open areas while providing the ideals of the Prophet Muhammad's sunnah teachings (archery, horseback riding, and swimming). As a result, students are not only taught simply theoretical-based learning but they are also taught kinesthetic-based learning.
Moreover, teachers can incorporate practical Islamic values related to bodily movements into the lessons. For instance, they can demonstrate and encourage students to practice materials like prayer, hajj, and Islamic manners. In thematic lessons that involve daily activities, such as being a dutiful child to parents, teachers can ask students to learn while role-playing in line with the core lesson. In the context of information technology, teachers can leverage platforms like YouTube and audio-video resources to aid student learning. Animated videos, freely accessible online, can be used to teach topics that require physical practice, such as prayer, pilgrimage, and environmental hygiene, even in a virtual space. It is important to note that different intelligence models don't have to stand alone; some intelligence can be maximized by combining them with others to work in harmony.

**Visual Intelligence**

Visual intelligence is a person's ability to understand pictures, photos, videos, and other imaginary things well. Students with good visual intelligence potential can translate images in their minds into two- or three-dimensional forms (Hermita, 2017). Students with visual intelligence have the following characteristics:

- Enjoys painting, drawing, and making visual designs.
- Enjoys visualizing ideas and imagining their ideas.
- It is easy to understand the values contained in an image or video.

The way Islamic Education is taught, when combined with visual intelligence, focuses on activities that involve using pictures, videos, drawings, and more to aid understanding. Teachers can use technology, like computers and videos, to
help students with visual learning. This technology is called ICT and is meant to make teaching and learning easier in the classroom (Andari, 2021).

An Islamic Education teacher can utilize the latest technological advancements to enhance learning and enhance students' visual intelligence. This can be achieved through various methods, such as employing digital slideshows, mind maps, videos, and other digital media tools (Zahro et al., 2022). The learning process has the potential to improve the quality of students' visual intelligence by utilizing these numerous visual media. Virtual Reality (VR) is one of the most suited technologies in this current era for stimulating students’ visual potential. VR is basically inseparable from Augmented Reality (AR). AR is a technology that combines the reality of actual and virtual objects in a real-world setting. Using this technique, objects with only two dimensions (2D) can be turned into reality of three dimensions (3D) objects (Nasution, 2022). By using this technology, Islamic Education lessons hold the potential to enhance students' visual intelligence. This is because students can experience learning materials not only in 2D format but also in a realistic 3D representation.

![Figure 2. Visualization of VR-Based Learning](image-url)
Naturalist Intelligence

As the name implies, this intelligence is concerned with a person's ability to understand, perceive, and live in sync with natural surroundings (Mulyana, 2013). A student with a high naturalist intelligence potential feels peaceful when learning in nature and enjoys interacting with the diverse living things in it. Individual qualities that stand out in naturalist intelligence are, in general, as follows:

- Enjoys the natural world and wildlife.
- Easily identify the types of animals and plants.
- Demonstrates a good understanding of nature.

Incorporating naturalist intelligence into Islamic Education involves connecting learning with the natural environment, utilizing the presence of various living things in it. By designing Islamic lessons in this manner, students' naturalist intelligence potential can be stimulated. Therefore, teachers should not be alarmed if some students enjoy playing in the dirt, mud, rice fields, rivers, etc., as these activities may indicate a high potential for naturalist intelligence.

With the presence of information technology, teachers can utilize projector-based learning to showcase various things that cannot be physically presented in the classroom. Animals like giraffes, lions, ants, and others, which may not be available as tangible learning objects, can be displayed on a projector screen. Additionally, the vibrant natural settings such as tropical rainforests, beaches, and rivers can be presented in the classroom through virtual reality. Moreover, teachers can employ interactive games and electronic games that enhance students' awareness of the surrounding environment. One such
The electronic maze game was created utilizing the CIA (Computer Assisted Instruction) approach, which maximizes the use of computers to provide different forms of instructional media learning. This game's material delivery methods include description messages, programmed tutorials, practice and drills, information, and others (Arsyad, 2014). This electronic maze is a CIA-created game that attempts to offer instructional content in the form of an entertaining maze game for students.

The electronic maze game is an engaging way to teach students about the wonders of nature on Earth. It draws their attention with maze gaming while simultaneously incorporating an educational movie about forest ecology and the animals that live there. The game's content has been meticulously created to engage physical, fine motor, and cognitive learners while also familiarizing students with diverse animals and plants and establishing a sense of responsibility for preserving and protecting the environment from a young age. The study by Nabila and Kartika confirms that this electronic maze game is highly beneficial in improving students' natural cognitive capacity. While this game is freely available on the internet, teachers can also investigate and build alternative environmental educational games to enhance the learning experience.

**Existential Intelligence**

The last type of intelligence formulated by Gardner is existential intelligence. Existential intelligence involves a person's capability and sensitivity in addressing questions about human existence. This form of intelligence is commonly
observed in existentialist philosophers who continuously explore matters concerning the meaning of human life. Individuals exhibiting prominent existential intelligence possess the following characteristics:

- Understand the questions related to themselves.
- Be able to self-reflect.
- Are happy to self-contemplate.

The integration of Islamic Education with existential intelligence involves blending learning materials like digital comics, videos, audio, or educational games. It is essential to recognize that some intelligences are interconnected, and combining multiple types of intelligence is a natural process. By combining different forms of intelligence, they complement and enhance one another, resulting in a more holistic approach to learning.

Regarding educational games, there are numerous options available to teachers for enhancing existential intelligence, including games like Marbel Muslim Kids (Aini & Muhid, 2022), the prayer memorization educational game developed by Muzliaih (Hamadi et al., 2017), and others. This has been adopted by the Muslim United Mosque in their historical studies, and it demonstrates that the study congregation was profoundly affected by the historical stories studied using video delivery methods.

**Utilizing Online Learning Platforms**

Apart from posing new obstacles in the field of learning, technological advancements also make it easier for teachers to package their lessons to make them more attractive and in line with current trends. The Wordwall learning platform is one of the learning platforms that teachers can utilize to develop
digital learning. Wordwall is a website-based learning platform that provides interesting learning media such as matching games, quizzes, anagrams, pairs of words, and others. This application provides at least 18 learning model templates that can be accessed free by a teacher. This is where learning can be designed to be interesting.

**Figure 3. Wordwall Templates**

In addition to Wordwall, other platforms that can be used to maximize learning are Merdeka Belajar (Priantini et al., 2022), Quizizz (Yong & Rudolph, 2022), Google Classroom (Paraso et al., 2022), Moodle (Purwanto & Risdianto, 2022), Edpuzzle (Dewi et al., 2022), Virtual Learning Unesa (Sulistyaningsih & Nugraha, 2022), Gather Town (Suherlan et al., 2022), Google Classroom (Hamidy, 2021), Padlet (Alghozi et al., 2021), Zenius (Masrura, 2023), etc. Teachers can explore and expand on these digital platforms, making the Islamic Education learning process more innovative and enjoyable to suit the modern era.
CONCLUSION

Each student possesses unique intelligence traits that cannot be compared to one another. The concept of multiple intelligences is designed to acknowledge and respect the diverse intelligence characteristics found in students. From a young age, teachers should embrace the idea that differences are not unusual in the classroom. Instead, they should encourage and support students who exhibit distinct characteristics and potential during their learning journey.

In Islamic education, it is essential to integrate the concept of multiple intelligences with technology to align with current developments. This research has resulted in nine multiple intelligence-based Islamic E Education learning models combined with technology. For mathematical intelligence, teachers can adopt the ICT-based Problem-based Learning (PBL) method. In the case of linguistic intelligence, they can utilize Role Play Games (RPG) based educational games. For musical intelligence, teachers can incorporate a music game application on Android to enhance the singing learning process. In relation to interpersonal intelligence, they can utilize game-based learning websites like Kahoot. In the context of intrapersonal intelligence, teachers can utilize the school's computer lab. For kinesthetic intelligence, they can use platforms like YouTube and audio videos. To cater to visual intelligence, teachers can design learning experiences with Virtual Reality (VR). For naturalist intelligence, projector-based natural learning or digital educational games can be employed. To enhance existential intelligence, teachers can integrate games like Marbel Muslim Kids and educational games for prayers. Additionally, they can leverage free learning
platforms like Merdeka Belajar, Quizizz, Moodle, Edpuzzle, Kahoot, and more.

The research on Islamic Education integrated with ICT and multiple intelligences is undoubtedly a work in progress, as researchers face various limitations. Further in-depth study and analysis are required to explore the potential of different digital platforms in optimizing the implementation of multiple intelligence-based Islamic Education learning. The study's findings can be used as a foundation for academics and other researchers to go into more in-depth addresses and focus on investigating the different digital platforms available on the internet.

REFERENCES


