

## PAI learning concept based on multiple intelligence in the Merdeka Belajar curriculum

<sup>1</sup>Ilham Putri Handayani & <sup>2</sup>Deni Irawan

<sup>1,2</sup> Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

Corresponding author:

Ilham Putri Handayani, email: [Ilhamputritomorrow1202@gmail.com](mailto:Ilhamputritomorrow1202@gmail.com)

**Abstract.** The learning process of Islamic Religious Education (Pendidikan Agama Islam, PAI) still has many things that do not attract the talents and interests of students. In addition to boring learning, the material taught is still limited to delivering and obtaining theory. In fact, PAI learning should be fun and in accordance with students' talents, potentials, and interests, especially in the current era of the independent curriculum. The purpose of this study is to study and explore in depth the concept of PAI learning based on multiple intelligences in the independent learning curriculum. The research method used is library research with content analysis data analysis techniques. This study shows that each student has diverse intelligence, so PAI teachers can utilize the concept of differentiated learning contained in the independent curriculum to discover all students' potential by developing 9 multiple intelligence theories initiated by Gardner. Through the application of these 9 theories and strategies based on multiple intelligences, quality PAI learning will be formed according to what is expected by the independent learning curriculum.

**Keywords:** PAI, Multiple Intelligence, Merdeka Belajar Curriculum

**Abstrak.** Proses pembelajaran Pendidikan Agama Islam (PAI) masih banyak yang belum menarik bakat dan minat peserta didik. Selain pembelajaran yang membosankan materi yang diajarkan juga masih terbatas hanya pada penyampaian dan perolehan teori. Padahal pembelajaran PAI sudah seharusnya menjadi pembelajaran yang menyenangkan, sesuai dengan bakat, potensi dan minat peserta didik, terutama di era kurikulum merdeka saat ini. Tujuan dari penelitian ini adalah untuk mengkaji dan mengeksplorasi secara mendalam tentang konsep pembelajaran PAI berbasis *multiple intelligent* dalam kurikulum merdeka belajar. Metode penelitian yang digunakan adalah *library research* dengan teknik analisis data *content analysis*. Penelitian ini menunjukkan bahwa setiap peserta didik memiliki kecerdasan yang beragam sehingga Guru PAI dapat memanfaatkan konsep belajar berdiferensiasi yang terdapat dalam kurikulum merdeka untuk mengetahui seluruh potensi yang dimiliki peserta didik dengan mengembangkan 9 teori *multiple intelligence* yang digagas oleh Gardner. Melalui pengaplikasian 9 teori dan strategi berbasis *multiple intelligent* ini, pembelajaran PAI yang berkualitas akan terbentuk sesuai dengan yang diharapkan oleh kurikulum merdeka belajar.

**Kata Kunci:** PAI, Multiple Intelligence, Kurikulum Merdeka Belajar

### Article history:

Received  
10 September 2024

Revised  
15 October 2024

Accepted  
20 September 2024

Available online  
06 november 2024

## **Introduction**

Education is a conscious, planned effort to create a learning process and learning atmosphere so that students are active in developing their potential within themselves so that they have intelligence, religious and spiritual strength, personality, self-control, noble morals, and skills they need. To achieve this goal, multiple efforts have been made by the government, one of which is implementing an independent learning curriculum (Aghnia, 2023).

Nadiem Makarim, Minister of Education, Culture, Research and Technology at that time, launched this curriculum. This independent curriculum aims to provide opportunities for students to develop their potential and interests and have skills in using technology. Apart from that, the presence of this curriculum is because there is still monotonous (one-way) learning, which can hinder students from demonstrating and developing their various competencies and abilities. So, the presence of this curriculum is to perfect the 2013 curriculum, which carries the concept of student-centered learning (Indarta et al., 2022).

In the independent curriculum, teachers must consider all students' potential. This learning concept is called differentiated learning, namely a learning concept that recognizes and serves the diversity of students in the teaching and learning process that is relevant to their interests, potential, preparation, and learning preferences (Aghnia, 2023). One of the diversity of potential, talents, and skills of students is defined as intelligence. Intelligence that can support individual learning processes is more than one type. This intelligence is called multiple intelligence.

Multiple intelligence-based learning will help teachers know and develop students' various potentials. So, all subject teachers, including PAI subjects, need to implement this multiple intelligence-based learning as part of the National Curriculum. PAI teachers must know that each student has different abilities, circumstances, talents, potential, and interests (Nasrudin et al., 2023). The Multiple Intelligence concepts will help PAI teachers change the idea of boring learning into fun, where learning is not only limited to conveying and acquiring theory but also gaining experience according to their intelligence.

Ferdinal Lafendry, in his journal article, explained that many PAI learning processes in schools still do not attract students' interest in learning. So, Multiple Intelligence is here to make learning more interesting by using varied strategies tailored to each student's intelligence. So that the goals of Indonesian education and independent curriculum learning can be achieved (Lafendry, 2021).

This research aims to explore and examine the concept of PAI learning based on multiple intelligences in the independent learning curriculum. To see the novelty of this research, here are several articles that are considered appropriate to this theme, including articles written by Krisna Wijaya (2023) titled "The Concept of Multiple Intelligence in PAI Learning in Elementary Schools." The results of this research show that 9 PAI learning models, which originate from Gardner's multiple intelligence concept, are needed. Every student has intelligence with various patterns, so strategies for understanding these multiple patterns are needed.

Article written by Dara Apriliana and Nurmawati (2023) with the title "PAI Assessment Analysis of Multiple Intelligence Students Based on the Independent Curriculum." The research results show that the PAI learning process at Unggul Cut Nyak Dien High School uses various strategies and multiple intelligence approaches, especially in learning assessment (evaluation). Assessment in this school uses practical values and practice immediately after delivering the material so students can understand the various lessons.

Next is the writing of A. Badarrudin and Andi Prastowo (2023) entitled “Implementation of Islamic Education and Character Learning Based on Multiple Intelligence in Elementary Schools.” The results of this research are that before delivering the material, the teacher prepares a lesson plan and examines each student’s character. At the implementation stage, the teacher reflects on what he learned at the previous meeting and then delivers the learning material he has prepared. The final stage is the research stage, where students are assessed while studying and outside of learning.

Nida Mauizdati’s article (2020) with the title “Independence Policy in the Perspective of Human Schools from Munif Chatib.” This research explains that the education implemented in Indonesia has led to the concept of “humanizing” education. In this regard, students are no longer considered individuals whose learning progress is only measured through a series of test results, and there is a shift from the caste system between favorite schools and non-favorite schools.

Even though several of the studies above discuss multiple intelligence, PAI learning, and independent curriculum, no writing elaborates explicitly on these three variables, so this is a novelty in this article. Dara Apriliana and Nurmawati’s article examines three variables. Still, the article focuses more on evaluation analysis, while the author focuses more on deepening concepts, models, and multiple intelligence strategies in PAI learning in the independent learning curriculum.

## **Methods**

In this research, the method used is literature study (library research). Library research is a study used to obtain various types of data needed by using several references found in libraries, for example, documents, magazines, journal articles, books, historical stories, and so on (Sari, 2020).

The reference sources used by researchers are several journal articles with the same focus and studies as those researched by the author, with the primary reference sources, used being materials related to the concept of multiple intelligence-based PAI learning in the independent learning curriculum. The method used by the author to obtain research data is the documentation method. According to Fuad and Sapto, quoted by Zhahahaha Yusra et al., the documentation method is a data collection technique through various written materials containing transcripts, notes, or research reports (Yusra et al., 2021).

Apart from that, the author uses content analysis to process the data in this scientific paper. Content analysis is used to analyze text, whether in images, words, or other forms, to reconstruct it into new knowledge or hypotheses. The final step is to review the conclusion section to ensure that the conclusions drawn are relevant (Lestari & Suyadi, 2021).

## **Results and Discussion**

### *PAI Learning Concept*

#### 1. Definition and objectives of PAI learning

PAI, according to Government Regulation no. 55 of 2007 Chapter 1 Article 2, is education that provides a certain amount of knowledge, skills, and the formation of students’ personalities in the practice of their religious teachings, which is carried out at a minimum through subjects or courses for all paths, levels, and types of education. Zakiyah Drajat also defines PAI as an effort to nurture and develop students so that they are happy and able to understand Islamic teachings comprehensively and apply them in life (Hamim et al., 2022). In another definition, PAI is a conscious effort to protect and guide students in forming a pragmatic and systematic personality

so that their lives are relevant to Islamic teachings and that happiness in this world and the hereafter is achieved. In this case, PAI learning seeks to shape the knowledge, experience, skills, skills, and abilities of students so that they become human beings who have devotion to Allah Swt (Ayatullah, 2020). From several definitions, the author concludes that PAI is an effort carried out to develop students in the form of personality, knowledge, and skills in practicing Islamic teachings so that they can be used as a guide in carrying out their daily lives to achieve happiness both in this world and the hereafter.

This religious education is comprehensive and related to the whole person. In this case, it is not just about providing students with aspects of religion or intellectual development but also concerns their entire personality in everyday life, which is relevant to religious teachings, both to God, humans, and the natural world around them, humans and other humans and with herself (Hamim et al., 2022). According to Darajat, PAI learning aims first to form, cultivate, and develop students' attitudes that are disciplined and positive and love their religion as a form of devotion to God Almighty (Nasrudin & Fakhrudin, 2023). Second, their obedience to Allah and His Messenger is a form of intrigue in developing knowledge so that they realize that their expertise or knowledge is intended to hope for Allah's approval. Third, fostering and cultivating in students a correct understanding of religion so that its practice becomes a skill in various areas of life (Siregar & Hasibuan, 2024). The essence of PAI learning is to form students' Islamic personalities through Islamic human resource intelligence efforts through the formation of Islamic spiritual, emotional, intellectual, and Islamic biological intelligence, where the ultimate goal of this intelligence is to become human beings who have devotion to Allah Swt (Azhari, 2022).

## 2. Scope of PAI Learning

PAI is one of the mandatory subjects taught in schools from elementary to tertiary levels. So in this learning, schools, especially PAI teachers, must be able to implement religious education optimally so that students can apply the religious values they learn to their daily lives (Faizin, 2020).

The scope of this subject is vast, including relating to normative material (Al-Qur'an), belief in the existence or existence of God (Aqidah), procedures, rules or norms that regulate human life (Fiqh/Shariah), as well as interpersonal behavior. Humans (morals) with the reality that occurred in the past (history). For a complete explanation of the material, namely (Sholikhah, 2021):

- a. Al-Qur'an Hadith discusses material in the Quran, focusing on the meaning of verses and hadiths that must be understood in order to live.
- b. Moral Aqidah discusses material that directs students to have good morals or personality and keeps them away from disgraceful actions.
- c. Fiqh discusses material related to the provisions of worship so that its application can be relevant to Islamic law, such as procedures for ablution, prayer, zakat, hajj, and so on.
- d. History of Islamic Culture, discussing material related to history such as stories of the Prophet, friends, and previous people who can be used as role models by students.

According to Hamka, the learning material is intended as a ta'lim process or conveying a mission (tarbiyah) where the learning process refers to the maintenance and development of all human potential, both spiritually and physically (Faizin, 2020).

### *Multiple Intelligence Based Learning*

#### 1. Concept of Multiple Intelligence

Multiple intelligence, or compound intelligence, comes from the English word. Relevant to the name, this intelligence is intelligence that a person has more than one. This concept was first presented and proposed by Howard Gardner from Harvard University (1983) in his book *Frames of Mind: The Theory of Multiple Intelligences*. According to Gardner himself, intelligence is the potential an individual possesses to solve problems and fashion products due to the cultural atmosphere in society (Putra & Dewantoro, 2022).

According to Gardner, every human has different abilities and intelligence depending on the environment in which the human lives. The idea for the emergence of this concept was based on anxiety that teachers had been mistaken in viewing intelligence or IQ tests as one of the tools used to measure a person's intelligence (Karwadi, 2023).

According to Gardner, multiple intelligence is defined as an ability with three main components: first, the ability to solve various problems that occur in life. Second, they need the ability to solve new problems they face. Third, the ability to offer and create service products that encourage respect for one's culture (Nita, 2019).

Through this theory, Gardner was able to change three major paradigms in the world of education. First, intelligence is not limited by formal tests because a person's intelligence always experiences development. Second, this compound intelligence is multidimensional, meaning that a person's intelligence is the brain's working process until that person achieves his best condition. Third, intelligence and the discovery ability process. The theory of multiple intelligence is defined as the process of discovering students' intelligence without focusing on one type of intelligence (Wijaya & Gontor, 2023).

*Multiple intelligence* is a function of the two hemispheres of the human brain, namely the right brain and the left brain. The right brain can respond to various things that are artistic, qualitative, and abstract, but what you need to know is that this is still within the framework of abilities toward the outside world. In contrast, the skills contained in humans themselves have yet to be reached. The left brain has the ability and potential to solve mathematical, phenomenal, and logical problems (Nita, 2019).

The concept of multiple intelligences is the final confirmation that individual differences are significant. Its application in education is apart from introducing, recognizing, and assessing each student's interests, which depends on awareness and assessment of one or various ways students learn. In this theory, a person's differences should be seen as something normal, accepted, and even attractive to observe. This theory emphasizes different dominant possibilities for each intelligence possessed by each individual (Karwadi, 2023).

#### 2. Multiple Intelligence Model in Learning

In 1993, Gardner initially grouped intelligence into seven elements in his book *Multiple Intelligence*. The seven intelligences include logical-mathematical, verbal, spatial, musical, kinesthetic intelligence (gestures), intrapersonal, and interpersonal intelligence. However, through workshops, seminars, and research in 2000, Gardner added two more intelligence: intelligence and existential intelligence. So, in total, there are nine types of Gardner's multiple intelligences (Karwadi, 2023). These intelligences include:

##### a. Linguistic Intelligence

Gardner stated that linguistic intelligence is a person's ability to understand sentences or words well and process words into sentence form. Individuals with this intelligence can

process words effectively orally and in writing so others can easily understand them. The reality is that people who have a large vocabulary can say various things and are interesting to listen to (Putra & Dewantoro, 2022) Usually, those who have high linguistic intelligence can speak well, fluently, entirely, and easily learn many languages (Nita, 2019).

b. Mathematical-Logical Intelligence

Mathematical-logical intelligence is an ability related to the effective use of logic and mathematical numbers (Berliana & Atikah, 2023). According to Gardner, there are two crucial facts related to mathematical-logical intelligence: first, being able to solve problems quickly. Second, problem-solving can be prepared before the solution is delivered. People who have outstanding mathematical-logical intelligence can think about various abstract things quickly and enjoy discussing things related to numbers in mathematics (Nita, 2019).

c. Musical intelligence

Musical intelligence is a person's ability to explore, enjoy, understand, and develop various musical and sound patterns. In general, people who have this intelligence will have a high sensitivity to the world of music (Wijaya & Gontor, 2023). This intelligence includes sensitivity to melody, timbre, and rhythm that one hears, the ability to understand musical instruments, sing, create songs, and the ability to enjoy a song (Zaafirah et al., 2023).

d. Kinesthetic Intelligence

This intelligence is the ability to move parts of the body to express emotions, such as creating games, dancing, and playing games in sports activities. It is related to the cognitive benefits of using one's body parts. (Putra & Dewantoro, 2022). Students with this intelligence are active in sports activities, like to think about various things while moving, and tend to use body language in their activities (Wijaya & Gontor, 2023).

e. Visual-Spatial Intelligence

According to Gardner, spatial intelligence is the ability to digest the spatial world correctly, which includes sensitivity to color, line, space, and shape (Karwadi 2023). People who have this intelligence tend to think using pictures and learn more quickly if taught through visual presentations such as pictures, films, videos, or slide-style images. Someone who tends towards this intelligence will solve problems by expressing their ideas by making sketches or other visual images (Zaafirah et al., 2023).

f. Intrapersonal Intelligence

This intelligence is related to the ability and self-knowledge to carry out something and access a person's inner self, especially one's emotions. Someone with this intelligence can easily differentiate and recognize the feelings experienced by the people around them and can even show empathy for others experiencing problems.

g. Interpersonal Intelligence

This intelligence is the ability to be sensitive and understand other people's intentions, motivation, temperament, feelings, and behavior. They can easily interact and communicate with various kinds of people. (Nita, 2019) Have the ability to influence other people, such as being a motivative leader and so on (Berliana & Atikah, 2023).

h. Naturalistic Intelligence

Naturalistic intelligence is the ability to recognize, understand, or live with nature. Someone who has this intelligence tends to be comfortable in nature and is suited to learning in the open air and interacting directly with flora and fauna as learning material.

i. Existential Intelligence

This intelligence is the most complex part of viewing various things. This intelligence is related to a person's ability to answer and resolve problems related to human existence. (Wijaya & Gontor, 2023). According to Gardner, this ability allows a person to reflect on human existence, asking questions such as "Why do I exist?" "Why do humans die?" and "What is the purpose of humans living?" (Karwadi, 2023).

### 3. Multiple Intelligence Based Learning Strategy

A multiple intelligence-based learning strategy is a direction used to access information through the various intelligences contained within students and to implement each of these intelligences in synergy to form a unique unity according to the needs of each individual. Each individual has different intelligence, so in integrating, they also have different percentages of intelligence with creative learning strategies so that they can channel and accommodate all students' intelligence. (Syaikhu, 2020).

Munif Chatif discovered this multiple intelligence-based learning strategy and implemented it in the school he supervises. These strategies include (Sundari, 2022):

- a. Discussion Strategy is an activity, especially in learning, where interaction and communication occur between two or more people. In implementing this strategy, there must be a problem topic that must be solved.
- b. Action Research Strategy is a learning activity that encourages students to hypothesize. If the hypothesis has been carried out, data collection, analysis, and conclusions are drawn.
- c. Classification Strategy, learning activities by grouping a minimum of data into two different premises or areas according to certain classifications.
- d. Analogy Strategy is the process of understanding a concept by finding several characteristics inherent in an object.
- e. Sociodrama strategy includes the following essentials: actors, a list of scenarios, a script, teaching aids, and questions. Multiple intelligence-based learning includes kinesthetic, linguistic, and interpersonal domains.
- f. Characterization Strategy is a learning strategy that connects learning concepts with famous figures to help students understand and memorize a concept.
- g. Visual image strategy is a strategy that connects learning concepts with symbols, pictures, or a symbol.
- h. Puppet strategy connects learning concepts with dialogue between characters related to the material to be taught.
- i. An Applied learning strategy connects learning material and concepts with the benefits that will be obtained in life.
- j. Moving Learning Strategy is a learning strategy that connects the material to be studied with several film shows that contain learning targets.
- k. Environment Learning Strategy is a learning strategy carried out by visiting places to give students knowledge (get something).

Of all the strategies that have been explained, their application can be classified into two parts, namely (Rokhim, 2022):

- a. *Exposition-Discovery Learning*

It is a learning strategy that tends to explain the concept of the material that students will study, while discovery learning is a learning strategy that directs students to experiment and observe to obtain a result.

b. *Group-Individual Learning*

Learning strategies that involve many students who are usually formed in groups are defined as group learning, while individual learning is a learning strategy carried out individually.

*Independent Learning Curriculum*

The independent curriculum is a policy provided by the government to create a giant leap regarding the quality of education to produce students who excel in facing and solving various increasingly complex problems. Freedom to learn can be interpreted as freedom in thinking for both educators and students; in this case, they can freely explore knowledge, attitudes, and skills in a fun way (Zulaiha et al., 2022).

The independent learning curriculum was innovative in the 2013 curriculum. In the world of education, this curriculum has an essential role because it is closely related to the direction of education and determines the qualifications of the graduates produced. According to Nadiem Makarim, Minister of Education, the independent curriculum seeks to create an ideal and enjoyable learning environment without causing difficulties for students or educators in the learning process (Gumilar et al., 2023).

According to Nadim Makarim, the advantage of this is the focus on essential material and optimal development of the competencies of each student. The development of these competencies is tailored to each student's potential, characteristics, and needs. So in the independent curriculum, it is no longer required to achieve a minimum completeness score but is more focused on achieving learning that is characterized by a Pancasila profile, has quality, has competence, and can face all global challenges (Rahmadayanti & Hartoyo, 2022).

The idea of an independent curriculum also has the same relevance as Ki Hadjar Dewantara's thoughts regarding education, which balances taste, creativity, and initiative. Freeing students and educators to develop the skills, talents, and interests that exist within them while still paying attention to the development of student's character that is relevant to the character profile of Pancasila so that education can be realized that is relevant to the values of the Indonesian nation (Zulaiha et al., 2022).

This curriculum also seeks to change learning methods with learning models outside the classroom. This concept of learning outside the school encourages students to discuss freely with educators and be given the freedom to elaborate on their skills so that students can express various opinions, have social skills, and become competent students. (Indarta et al., 2022).

Another learning concept promoted by the independent curriculum is differentiated learning, namely learning that serves, takes into account, and recognizes the diversity of students in learning that is tailored to their interests, preparation, and learning preferences. This learning concept encourages students to grow and develop according to their potential and abilities. This kind of learning concept is adapted to mapping students' learning needs. (Aghnia, 2023).

*PAI Learning Concept Based on Multiple Intelligence in the Independent Learning Curriculum*

PAI learning in its implementation in the independent curriculum, according to Nur Zaini in her journal entitled "Implementation of the Independent Curriculum in PAI Learning in High



Schools,” needs to pay attention to several things, namely: first, PAI learning must be able to stimulate and encourage students’ critical attitudes. Second, PAI learning must be related to the current context and have benefits. Third, PAI learning must foster students’ creativity and ability to collaborate and communicate well. Fourth, PAI learning must help students to be confident and analyze the expected learning outcomes (Zaini, 2023).

The aim of PAI learning is basically to form a perfect human being who has good knowledge so that he can carry out his caliphate duties on earth. He is called an ideal human being; his potential and innate talent are deeply inherent. This goal is, of course, in line with the learning concept promoted by the independent curriculum with a differentiated learning system that serves, takes into account, and recognizes the diversity of students so that it is relevant to the interests and talents of each student as a perfect human being created by Allah (Wijaya & Gontor, 2023).

The theory that is relevant to these two concepts is the theory of multiple intelligence proposed by Gardner, where in this theory, the differences that exist within individuals are significant, each individual’s talents and interests need to be recognized and appreciated by implementing an appropriate learning process. with their intelligence as part of the potential that students have. In this case, of course, teachers must be able to design a learning process that can optimize the potential of each student, especially in PAI learning. The aim of this is so that students gain meaningful experiences that are useful for their lives in the future, and the learning process is carried out more effectively to obtain the expected learning outcomes (Berliana & Atikah, 2023) As the author has explained above regarding the concept of PAI learning in the curriculum, freedom to learn.

The application of the concept of multiple intelligence can bridge the learning process, which is considered tedious and difficult, especially PAI because it contains various materials that force students to memorize. Learning like this can certainly not attract students’ interest in learning because the learning process is not fun. Even though some teachers apply various learning strategies, the stigma about PAI learning, which contains memorized material, still exists.

PAI learning that applies the concept of multiple intelligence will pay attention to the potential of students from the nine types of intelligence they have. These nine intelligences will give rise to various learning styles so that teachers and students can freely explore their different knowledge, skills, and attitudes in a fun way. Apart from that, in the concept of multiple intelligence, IQ is not one of the aspects that are emphasized; this is in line with the focus of the independent curriculum, which places greater emphasis on the formation of quality learning, characterized by a Pancasila profile, and has various potentials that will help it be able to face global challenges in the future.

The concept of 9 multiple intelligences in PAI learning in the independent curriculum can be realized by utilizing the following learning strategies:

#### 1. Linguistic Intelligence

Khairunnas Ramadhan and Syamsul Arifin, in their journal, explained that the independent learning policy was implemented to improve the quality of human resources (HR) who can behave in a noble manner and high-level thinking skills, especially regarding reading and numeracy skills (Ramadhan & Arifin, 2022). All these things are helpful in making students active in communicating, which is one of the skills needed in today’s modern era. In connection with

this reading ability, of course, students with linguistic intelligence have more abilities than other students because they are able to understand every word and sentence well, whether in written or oral form. Students with good word or language skills will be more competent in communicating.

In PAI learning, students with linguistic intelligence usually enjoy learning material related to language, as in learning Arabic. Teachers can direct students to memorize Arabic vocabulary and make presentations or discussions in Arabic. Meanwhile, for other PAI materials, teachers can stimulate students' language skills by giving lectures or speeches in front of the class so that students become accustomed to and are experts in putting words together.

## 2. Mathematical-Logical Intelligence

Individuals with mathematical-logical intelligence can be seen from their interest in subjects involving calculation and reasoning. If it is related to PAI learning, it can be explicitly seen in fiqh subjects where children can solve problems related to inheritance science (afraid science) and complete zakat calculation simulations. Apart from some of these materials, mathematical-logical intelligence also emphasizes students' reasoning so that PAI teachers can design case studies in the current modern era, which require students' reasoning in solving problems and designing questions or issues related to divinity (science). Tauhid/moral beliefs) Which requires abstract thinking to be completed but remains based on the rules of Islamic law.

## 3. Musical Intelligence

The independent learning curriculum launched by Nadiem Makarim does not only focus on academic knowledge but also skills and attitudes. Examining abilities, each student has different skills from one student to another. The students' skills are in accordance with their interests. Students with musical intelligence will tend to be interested in various music-related things. In the differentiated learning process, teachers must, of course, try to adapt the learning process according to the needs and interests of students so that students who enjoy music will be taught material that leads to musical intelligence. In the PAI learning process, for example, teachers can explain material using songs, encourage students to memorize while singing as in the *Asmaul Husna* material, use mutual tones in explaining material related to the *Al-Quran*, hadith, and other material that can increase students' sensitivity to tone and rhythm as one of the characteristics of musical intelligence

## 4. Kinesthetic Intelligence

In differentiated learning in the independent curriculum, students can actively seek and carry out learning processes according to their needs. Students with kinesthetic intelligence usually don't want to sit there listening to the teacher while learning. They tend to be active in learning and like to experience or experiment directly with the material they study. They can express ideas or feelings that exist within them. Students with this intelligence like sports, dancing, and expressing their emotions through hand or foot movements.

This learning style with kinesthetic intelligence is relevant to what is expected by the independent curriculum, where the independent curriculum emphasizes student activity in every learning process from the beginning until the evaluation stage. The hope is that students' activeness will make them have ideas or ideas for innovation. In the PAI learning process, teachers can also optimize student activity by practicing worship, making study visits, or visiting religious places related to the material being taught. In implementing this independent learning curriculum, PAI teachers can maximize their learning process by carrying out direct experimental

activities and forming scientific groups supported by media and learning facilities that are fun for students.

#### 5. Visual-Spatial Intelligence

According to Nadiem Makarim, an independent curriculum helps schools with simpler learning by creating a learning environment relevant to the interests, talents, and needs of students. For students whose interest in learning is more likely to use their visual-spatial intelligence, teachers can present material in the form of sketches, pictures, videos, films, slide models, and so on, stimulating students' ideas in learning. In PAI learning, teachers can explain various materials through video shows, direct students to make sketches of As-Maul Husna, present films about the examples of Prophets and Apostles, and so on. By presenting material like this, students will not get bored while learning; they will enjoy every PAI material taught because the presentation is simple and suits the learning style they are interested in.

#### 6. Intrapersonal Intelligence

Individuals with intrapersonal intelligence will be able to measure their abilities, whether related to knowledge, emotions (feelings), or desires. In this case, teachers must explore students' abilities during the learning process by applying various methods relevant to an independent curriculum. According to Farhan Saputra in his journal, several things must be done to implement an independent curriculum related to interpersonal intelligence, including religion-based learning, cooperation, and critical reasoning to increase students' self-control and high motivation and empathy. Apart from that, self-concept related to the independent curriculum must be carried out through independent learning, Pancasila-based learning, and creative learning. The goal is for students to understand their potential and knowledge, be able to assess their values and know their identity as a whole (Saputra, 2023).

To apply it in the learning process, whether PAI learning or other learning, teachers can carry out reflection activities at the beginning of learning where students are invited to think and reflect on themselves regarding the abilities or potential they have and encourage students to understand the character and values that exist within themselves. In implementing the learning process in stages, teachers can shape students' character by the Pancasila learning profile stated in the independent curriculum.

#### 7. Interpersonal Intelligence

According to Nuryamin in an article by the Muslim Brotherhood, the concept of an independent learning curriculum is almost the same as humanistic education, which emphasizes sensitivity, freedom, and responsibility of students. Even the presentation of the material must be adjusted to the student's feelings and concerns. (Muslimin, 2023). In connection with this concept, teachers who understand the various intelligences possessed by students, one of which is interpersonal, will provide a platform or space for them to develop their intelligence, stimulate them to be able to maximize their empathic and communication abilities so they can build relationships with other people. Because in this modern era, the ability to build relationships has become one of the competencies needed

In PAI learning, teachers can design learning using a group learning model and collaborate to understand the material. In this regard, students are invited and encouraged to help each other and cooperate with each other in solving a problem. Indirectly, they are taught to get used to socializing, empathizing, and maximizing their sensitivity towards other people.

#### 8. Naturalistic Intelligence

The learning expected in the independent learning curriculum produces a more comfortable and efficient learning atmosphere, with the learning process not only taking place in the classroom but also using learning concepts outside the classroom. This concept is in line with the idea of naturalistic intelligence, where children who have this intelligence will tend to use the natural surroundings as a place to learn because they are able to understand and enjoy nature like to explore and observe the natural environment around them such as exploring flora and fauna, objects in nature, objects in space and so on.

The PAI learning process can also be designed for classroom-wide learning, where the PAI teacher can direct students to use their naturalistic abilities to see and understand natural phenomena (the universe) as a sign of God's power because basically, the material taught in PAI learning contains qauliyah verses (Al-Qur'an and Hadith) as well as Qauniyah verses (knowledge related to the universe). Through this natural learning process, students will be formed into individuals characterized as grateful, civilized, and able to protect the nature around them, relevant to the learning concept expected by the independent learning curriculum.

#### 9. Existential Intelligence

The foundation of the independent learning curriculum is the desire to obtain quality students so that they not only memorize but can also develop themselves in analyzing, understanding, and reasoning. This means that freedom to learn is freedom or independence in thinking, aiming to increase students' critical thinking power (Setyawati et al., 2023). In this case, the teacher is the person who plays the most role in designing learning that is relevant to the needs of students. Apart from designing learning, one way that teachers can understand so that students can think critically is to realize that students have existential intelligence. Students with existential intelligence can think more complexly and from various points of view, so they can answer problems that require deeper thinking.

All teachers in all subjects can optimize critical thinking skills, especially in PAI subjects. The formulation of PAI learning emphasizes existential concepts that require critical thinking from students. The materials contained in PAI learning will never be separated from discussions about human existence or monotheism. To answer these problems requires in-depth analysis and critical thinking skills. In this case, students are free to think and argue from various points of view. Still, PAI teachers also play an essential role in continuing to guide students so that their abstract thinking remains by the corridors taught by Islamic law. Teachers can invite students to reflect on the process of human creation, human nature, the existence of God, and other abstract thoughts. Apart from that, the teacher's author's analysis can also direct their thinking to think about human existence in the current modern era so that they can position and prepare themselves with the developments in the current era, both related to the hard skills and soft skills needed.

#### *PAI Learning Strategy Based on Multiple Intelligence in the Independent Learning Curriculum*

Each student has different intelligence, so implementing the learning process requires various strategies. This is as explained by the author previously. In its realization, this learning strategy involves teachers and students to achieve effective and efficient learning. In the PAI learning process in the era of the independent curriculum, teachers can utilize the diverse intelligence of students to obtain optimal learning outcomes by using several strategies, including the following:

##### 1. *Exposition-Discovery Learning*

The Exposition learning strategy can be applied in PAI learning because it cannot be denied that

in the implementation of learning, the teacher's explanation of the material has an essential role as a stimulus for students to understand the material. However, with the diversity of intelligence possessed by students, if it is related to the objectives of the independent curriculum, which expects students to be qualified, competent, active, innovative, and have a Pancasila learning profile character, the Discovery Learning strategy is an essential strategy that must be implemented and designed by teachers in learning where students are free. Experiment according to their talents and interests. However, as a PAI teacher, your job is to guide or facilitate students in the learning process so that each student's understanding and experience while studying remains by the corridors of Islamic law. This means that students are free to think, innovate, and learn but not deviate from what Islam teaches. Some relevant strategies applied in Discovery Learning are Visual images (increasing visual-spatial intelligence), classification and action research strategies (increasing intrapersonal intelligence), and environmental learning (increasing naturalistic intelligence).

## *2. Group-Individual Learning*

The group learning strategy is one of the strategies that needs to be emphasized in the independent curriculum. According to Nur Zaini, the independent curriculum in its implementation in PAI learning needs to pay attention to several important things, one of which is that the material taught must foster the ability to collaborate or work together between students as the primary step in improving communication. In the multiple intelligence theory, the ability to communicate is one of the intelligences within students. The realization is that in PAI learning, teachers can form several groups of students to solve a case or issue related to PAI material. This group learning trains students to be responsible and empathetic towards others and improve their communication or socialization skills. Some that PAI teachers can use include discussion (increasing interpersonal intelligence), sociodrama (increasing kinesthetic intelligence), and moving learning (increasing visual-spatial intelligence). However, in the PAI learning process, not all materials can be studied in groups; some materials require individual learning strategies, such as materials related to Tawhid or other materials requiring in-depth student analysis. Examples of this strategy are analogy (increasing linguistic intelligence), action research strategy, classification, and applied learning (increasing intrapersonal intelligence and existential intelligence).

## **Conclusion**

Every student has talent and intelligence in their respective fields. The task of a teacher is to create a learning process that is relevant to their needs and intelligence while still prioritizing learning conditions that are comfortable, enjoyable, flexible, and convenient for students and teachers by the concepts contained in the independent curriculum. For this reason, PAI learning, a subject with various piles of boring material, can be designed excitingly according to student's learning styles and intelligence while still using character as a basis for developing the material. PAI teachers can utilize the concept of differentiated learning in the independent curriculum in the learning process to find out all the potential that students have by developing the nine multiple intelligence theories initiated by Gardner for learning strategies that PAI teachers can realize in learning in the independent curriculum era according to the intelligence of students, including exposition-discovery learning, and group-individual learning.

## **References**

- Aghnia, F. (2023). Analisis Multiple Intelegent Peserta Didik Sekolah Dasar dalam Pembelajaran Kurikulum Merdeka. *Jurnal Pendidikan Dasar: Jurnal Tunas Nusantara*, 5(1), 556–567. <https://doi.org/https://doi.org/10.34001/jtn.v5i1.4898>
- Apriliansa, D., & Nurawati. (2023). Analisis Penilaian PAI Terhadap Multiple Intelligent Siswa Berbasis Kurikulum Merdeka. *Jurnal Pendidikan Indonesia*, 4(04), 405–411. <https://doi.org/https://doi.org/10.59141/japendi.v4i04.1750>
- Ayatullah. (2020). Pembelajaran Pendidikan Agama Islam dan Budi Pekerti di Madrasah Aliyah Palapa Nusantara. *Bintang: Jurnal Pendidikan Dan Sains*, 2(2), 206–229.
- Azhari, D. S. (2022). Fungsi Pendidikan Agama Islam dalam Pengembangan Kepribadian Islami. *Jurnal Pendidikan Dan Konseling*, 4(1), 5363–5368. <https://doi.org/https://doi.org/10.31004/jpdk.v4i5.7499>
- Badaruddin, A., & Prastowo, A. (2023). Implementasi Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Berbasis Multiple Intelegence di Sekolah Dasar. *Risalah: Jurnal Pendidikan Dan Studi Islam*, 9(4), 1637–1651. [https://doi.org/https://doi.org/10.31943/jurnal\\_risalah.v9i4.547](https://doi.org/https://doi.org/10.31943/jurnal_risalah.v9i4.547)
- Berliana, D., & Atikah, C. (2023). Teori Multiple Intelligence dan Implikasinya dalam Pembelajaran. *Jurnal Citra Pendidikan (JCP)*, 3(3), 1108–1117. <https://doi.org/https://doi.org/10.38048/jcp.v3i3.963>
- Faizin. (2020). Pendidikan Agama Islam dan Pembentukan Karakter. *Edification Journal Pendidikan Agama Islam*, 2(2), 111–121. <https://doi.org/https://doi.org/10.37092/ej.v1i2.116>
- Gumilar, G., Rosid, D. P. S., Sumardjoko, B., & Ghufro, A. (2023). Urgensi Penggantian Kurikulum 2013 Menjadi Kurikulum Merdeka. *Jurnal Papeda*, 5(2), 148–155. <https://doi.org/https://doi.org/10.36232/jurnalpendidikandasar.v5i2.4528>
- Hamim, A. H., Muhidin, & Ruswandi, U. (2022). Pengertian, Landasan, Tujuan dan Kedudukan PAI dalam Sistem Pendidikan Nasional. *Jurnal Dirosab Islamiyah*, 4(2), 214–225. <https://doi.org/https://doi.org/10.47467/jdi.v4i2.899>
- Indarta, Y., Jalinus, N., Waskito, Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024. <https://doi.org/https://doi.org/10.31004/edukatif.v4i2.2589>
- Karwadi. (2023). Implementation Of Multiple Intelligent in Emplementary School or Madrasah Ibtidaiyah Learning. *Goden Age: Jurnal Pendidikan Anak Usia Dini*, 7(1), 43–52. <https://doi.org/https://doi.org/10.29313/ga:jpaud.v7i1.11738>
- Lafendry, F. (2021). Implementasi Pembelajaran Pendidikan Agama Islam Dengan Strategi Multiple Intelligences Di Sekolah. *AL Fikrah : Jurnal Pemikiran Dan Pendidikan Islam*, 1(1), 31–50. <https://doi.org/https://doi.org/10.51476/alfikrah.v1i1.287>
- Lestari, R., & Suyadi. (2021). High Order Thingking Skill (HOTS) dalam PAI berbasis neurosains. *Tadrib: Jurnal Pendidikan Agama Islam*, 7(1), 61–70. <https://doi.org/https://doi.org/10.19109/tadrib.v7i1.5798>
- Mauizdati, N. (2020). Kebijakan Merdeka Belajar dalam Perspektif Sekolahnya Manusia dari Munif Chatib. *Jurnal JRPP*, 3(2), 315–321. <https://doi.org/https://doi.org/10.31004/jrpp.v3i2.1324>
- Muslimin, I. (2023). Konsep Dan Implementasi Kurikulum Merdeka Belajar Pada Lembaga Pendidikan Islam Studi Kasus Di Madrasah Se-Jawa Timur. *Jurnal Adminitrasi Pendidikan Islam*, 05(01), 43–57. <https://doi.org/10.15642/JAPI.2023.5.1.43-57>

- Nasrudin, E., & Fakhruddin, A. (2023). Penguatan Pendidikan Karakter Religius Mahasiswa Melalui Program Tutorial Keagamaan. *WASKITA: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 7(2). <https://doi.org/10.21776/ub.waskita>
- Nasrudin, E., Supriadi, U., & Firmansyah, M. I. (2023). *Analisis Motivasi Belajar Siswa dalam Pembelajaran PAI dengan Metode Ceramah di SD Kelas Tinggi*. 32(02), 152–161.
- Nita, D. (2019). Kecerdasan Majemuk dan Implikasinya dalam Pendidikan. *Jurnal Psikologi Universitas Hkbp Nommensen*, 6(1), 40–49.
- Putra, H. P., & Dewantoro, M. H. (2022). Penerapan Teori Multiple Intelligences Howard Gardner Dalam Pembelajaran Pendidikan Agama Islam. *Madania: Jurnal Ilmu-Ilmu Keislaman*, 2(12), 95–113. <https://doi.org/http://dx.doi.org/10.24014/jiik.v12i2.18709>
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://doi.org/https://doi.org/10.31004/basicedu.v6i4.3431>
- Ramadhan, K., & Arifin, S. (2022). Pengembangan Kurikulum Merdeka untuk Meningkatkan Keterampilan Individu Siswa. *Jurnal Pendidikan Dan Pembelajaran*, 8(2), 87–97. <https://doi.org/https://doi.org/10.33477/alt.v9i1.6042>
- Rokhim. (2022). Strategi Pembelajaran PAI Berbasis Multiple Intelligent Sebagai Upaya Pemecahan Masalah Belajar. *Jurnal Citra Pendidikan (JCP)*, 2(3), 580–590. <https://doi.org/https://doi.org/10.38048/jcp.v2i3.740>
- Saputra, F. (2023). Implementasi Kurikulum Merdeka : Kecerdasan Emosional, Konsep Diri dan Pola Belajar. *Jurnal Pendidikan Dan Kebudayaan Nusantara (JPKN)*, 1(1), 15–20. <https://doi.org/https://doi.org/10.38035/jpkn.v1i1>
- Sari, M. (2020). Penelitian Kepustakaan ( Library Research ) dalam Penelitian Pendidikan IPA. *NATURAL SCIENCE : Jurnal Penelitian Bidang IPA Dan Pendidikan IPA*, 6(1), 41–53. <https://doi.org/https://doi.org/10.15548/nsc.v6i1.1555>
- Setyawati, L., Umamah, N., Sumardi, & Marjono. (2023). The Implementation of Merdeka Curriculum on Historical Subject at SMA Negeri 3 Jember. *Jurnal Historica*, 7(2), 271–290. <https://doi.org/https://doi.org/10.19184/jh.v7i2.38541>
- Sholikhah, M. (2021). Pembentukan Karakter Peserta Didik Melalui Pembelajaran PAI di MI. *Modeling: Jurnal Program Studi PGMI*, 8(1), 18–27. <https://doi.org/https://doi.org/10.69896/modeling.v8i1.588>
- Siregar, H. D., & Hasibuan, Z. E. (2024). Pendidikan Agama Islam : Pengertian , Tujuan , Dasar , dan Fungsi. *Intelletika: Jurnal Ilmiah Mahasiswa*, 2(5). <https://doi.org/https://doi.org/10.59841/intellektika.v2i5.1520>
- Sundari, F. S. (2022). Strategi Pembelajaran Berbasis Multiple Intelligence di Sekolah Dasar. *JPD: Jurnal Pendidikan Dasar*, 13(1), 10–21. <https://doi.org/doi.org/10.21009/JPD.013.02>
- Syaikhu, A. (2020). Strategi Pembelajaran Berbasis Multiple Intelligences. *Auladuna*, 2(2), 59–75. <https://doi.org/https://doi.org/10.36835/au.v2i2.416>
- Wijaya, K., & Gontor, U. D. (2023). Konsep Multiple Intteligence dalam Pembelajaran PAI di SD. *Jurnal Cerdik: Jurnal Pendidikan Dan Pengajaran*, 2(2), 167–178. <https://doi.org/10.21776/ub.jcerdik.2023.002.02.07>
- Yusra, Z., Zulkarnain, R., & Sofino. (2021). Pengelolaan LKP Pada Masa Pandemi COvid-19. *Journal Of Lifelong Learning*, 4(1), 15–22. <https://doi.org/https://doi.org/10.33369/joll.4.1.15-22>

- Zaafirah, A. N. K., Herman, & Rusmayadi. (2023). Konsep Multiple Intelligences Perspektif Howard Gardner Pada Pendidikan Anak Usia Dini. *Preschool: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 83–94.
- Zaini, N. (2023). Implementasi Kurikulum Merdeka Pada Pembelajaran PAI di Sekolah Menengah Atas. *Jurnal Cendekia: Media Komunikasi Penelitian Dan Pengembangan Pendidikan Islam*, 15(01), 123–136. <https://doi.org/https://doi.org/10.37850/cendekia>.
- Zulaiha, S., Meldina, T., & Meisin. (2022). Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2), 163–177. <https://doi.org/http://dx.doi.org/10.24042/terampil.v9i2.13974>