



Efforts of Teachers in Developing the Intrapersonal Intelligence

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Abstract

The purpose of this study: 1) To find out the program of Islamic Religious Education (PAI) teachers to develop intrapersonal intelligence; 2) To find out the steps of Islamic Religious Education (PAI) teachers to develop intrapersonal intelligence; 3) To find out the obstacles and solutions of Islamic Religious Education (PAI) teachers in developing intrapersonal intelligence. This study uses a descriptive qualitative method consisting of Primary Data Sources and Secondary Data Sources obtained through observation, interviews and documentation. The results of this study are: 1) The program of Islamic Religious Education (PAI) teachers is to encourage self-reflection, determine personal goals, facilitate emotional management, support internal motivation, facilitate awareness of strengths and weaknesses and finally facilitate critical thinking skills; 2) The steps of Islamic Religious Education (PAI) teachers are to encourage self-reflection, determine personal goals, facilitate emotional management, support internal motivation, facilitate awareness of strengths and weaknesses and finally facilitate critical thinking skills of students in developing intrapersonal intelligence; 3) The obstacles and solutions of Islamic Religious Education (PAI) teachers are the students themselves, lack of attention from both parents, the environment and facilities and infrastructure at school.

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INTRODUCTION

Education is a human effort to grow and develop the potential of physical and spiritual innate potentials in accordance with the values that exist in society and culture (Fuad Hasan, 2010: 2). Humans will gain various kinds of knowledge through the education process, both religious knowledge and general knowledge. Allah will raise the status of believers and knowledgeable people by several degrees. This is in accordance with the word of Allah SWT: *O you who believe, if it is said to you: "Stand up in the assembly", then spread out, Allah will surely make room for you. And when it is said: "Stand up", then stand up, surely Allah will raise (the level of) those who believe among you and those who have been given knowledge by several degrees. And Allah is aware of what you do.* (Q.S. Al-Mujadilah: 11)

The interpretation of this verse according to Quraish Shihab is to try earnestly even if it means forcing yourself to give someone else a place in the assembly, namely in one place, whether a seat or not. If you are asked to do it willingly, if you do it, surely Allah will make everything easy for you in life. People who have knowledge will be given glory in this world and in the hereafter (Quraish Shihab, 2012: 78).

Education or potential is so important that the purpose of education has been clearly regulated in the National Education System Law (Law of the Republic of Indonesia Number 20 of 2003, 2009: 72). namely Number 20 of 2003 article 3 namely National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The task of a teacher is to educate, one of which is the student. Formally, students are people who are in a phase of growth and development both physically and mentally, growth and development are characteristics of students who need guidance from an educator. Therefore, an educator must understand all the characteristics of students, one of which is their intelligence (Ramayulis, 2008: 77). Intelligence is one of the great gifts from Allah SWT to humans and makes it one of the advantages of humans compared to other creatures. With intelligence, humans can continuously maintain and improve the quality of their increasingly complex lives, through the process of thinking and learning continuously. With intelligence, Allah SWT created humans as His creatures who have the most perfect form compared to His other creatures.

According to Howard Gardner, quoted by Paul Suparno, every individual has 9 intelligences as follows: 1. (Literational Intelligence), 2. (Mathematical-logical Intelligence), 3. (Spatial-visual Intelligence), 4. (Kinesthetic-bodily Intelligence), 5. (Musical Intelligence), 6. (Interpersonal Intelligence), 7. (Intrapersonal Intelligence), 8. (Naturalist-environmental Intelligence), 9. (Existential Intelligence).

Intelligence proposed by Gardner (Paul Suparno, 2008: 19). the author only took one of the nine intelligences, namely Intrapersonal Intelligence. The author chose this intrapersonal intelligence because, the High School (SMA) period is a transitional period, a time for students to find their identity, try new things to become mature individuals. So that students do not fall into a bad direction, students must be guided to have strong self-defense. By having intrapersonal intelligence, students can be independent, not dependent on others, confident in their own opinions and have strong self-motivation.

Students who have intrapersonal intelligence will be able to do the following things (RezaPrasetyo, YeniAndriani, 2010: 80-81): 1) Realize and understand their own emotional conditions, thoughts and feelings, motivations and goals, Work independently, 2) Express and express their own thoughts and feelings, 3) Compile and achieve a vision and mission, 4) Develop self-concept and value systems adopted in everyday life, 5) Realize their strengths and weaknesses, 6) Have the will to develop themselves without needing to be motivated by others, 7) Have a high capacity to think about the philosophy of life, 8) Manage their own internal conditions effectively, 9) Have the capacity to understand the relationship between themselves and others.

There are several indicators of intrapersonal intelligence according to Yatim Riyanto (Yatim Riyanto, 2013: 238). namely: The ability to understand oneself and act based on that understanding. This intelligence includes the ability to understand oneself accurately. (strengths and limitations of self), awareness of mood, intentions, motivations, temperament, and desires, and the ability to discipline oneself, understand and appreciate oneself.

First, the Ability to Understand Yourself (Your strengths and limitations). Knowing yourself is a matter of exploring who you are, what you like, what you don't like, what you want, what you feel, what you believe, what you stand for, and what you think you can give to the world. Smart people understand themselves know how to use their emotional "tools" or things that can help them handle difficult situations to feel better.

Second, Awareness of mood (Stemming), intentions and desires. Mood can be interpreted as a mood that lasts a bit longer, is calmer, continuous, and is characterized by characteristics of feelings of pleasure or displeasure.

Third, Motivation is an internal state of an organism, either human or animal, that drives it to do something. Motivation can be divided into two types, namely: a). Intrinsic Motivation is something and a state that comes from within the learner himself that can drive him to take learning actions. b). Extrinsic motivation is something and a state that comes from outside the individual learner that also drives him to do learning activities.

Fourth, the ability to discipline oneself is a control system applied by educators to students so that they can function in society, and discipline is a process that is needed for someone to adjust themselves. Disciplining children is basically teaching children to act voluntarily based on a stimulus of rules and regulations that limit. Students who are less disciplined or less supervised will do whatever they want, because their behavior is less restricted.

Based on the description of the four indicators above, it can be concluded that the four indicators are interrelated. If students can understand themselves and others, then students will behave and act well, can understand their weaknesses and shortcomings. Then, self-motivation will emerge if their mental state is good, for example there are no problems that bother their minds. If students have been able to understand themselves, then students will be able to deal with their problems well. A stable mood will make students' motivation arise by itself, as well as motivation to learn. This intrapersonal intelligence is very important for students in high school (SMA). Especially during the search for identity. Students who are searching for their identity are in a transitional period, not yet able to filter positive and negative influences

from their environment. Therefore, this intrapersonal intelligence must be developed in each student.

Based on the initial observations that the author conducted on November 11, 2023, at SMA Pembangunan Laboratorium UNP, according to what the author found in the field, some students have self-confidence, some students do not have self-confidence, some students concentrate on following the learning, some students do not concentrate on following the learning, some students are serious about following the learning, some students are not serious about following the learning, some students are often late to school, some students come to school on time.

According to what was conveyed by Mr. Rajab Siregar as a teacher of Islamic Religious Education at SMA Pembangunan Laboratorium Universitas Negeri Padang, it was obtained information that: This Intrapersonal Intelligence began in early 2010. Previously, teachers only tended to assess students from linguistic intelligence, even though intrapersonal intelligence is very important for students so that students are not easily carried away by the bad influences of their environment. Students must be trained to have strong self-defense to face the future. Adolescence is a transitional period for students, so that students do not turn to bad deeds, the role of teachers is needed to guide and direct students in a better direction, as well as in developing students' Intrapersonal intelligence. Furthermore, Mr. Rajab Siregar also said that, from all the students, it can be estimated that only a few students are confident when performing in front or during their class turn ceremony, there are also some students who are not concentrating on following the learning process because the local atmosphere is not conducive, there are also some students who are not serious about following the learning process or are lazy, this is because students lack motivation from teachers or families and there are also some students who are often late during the first hour of Islamic religious studies, this is due to the lack of collaboration between teachers, schools and families at home.

So, from the four indicators above, those are the ones that meet the criteria for improving intrapersonal intelligence, not just assessing students' linguistic intelligence. Based on the background that has been explained, the author is interested in researching: "Efforts of Islamic Religious Education Teachers in Developing Intrapersonal Intelligence of Students at SMA Pembangunan Laboratorium, Padang State University".

METHODS

The research conducted by the author is a qualitative research that is descriptive qualitative (Lufri, 2005: 57), which is a research method that attempts to reveal phenomena by collecting data in the field according to what it is through interviews. "Descriptive research is research that attempts to describe or depict a symptom or event that is happening". Lutfi stated that "descriptive research is research that describes a symptom of facts, events, or incidents that are happening or have happened".

Muri Yusuf argues in his book entitled Research Methods he says that: (Muri Yusuf, 2014: 329). Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, or descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizes quality, uses several methods, and is presented narratively. From another

side and simply, it can be said that the purpose of qualitative research is to find answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach.

Meanwhile, Zainal Arifin argues that: "Descriptive research is research that is used to describe, explain, and answer questions about phenomena and events that are currently occurring, both about phenomena as they are and analysis of the relationship between various variables in a phenomenon." Based on the quote above, it can be understood that descriptive research is research that will describe a symptom or event that is currently occurring in the field. The research that the author uses is a qualitative approach, because the data collected in the field through interviews. According to Lufri, qualitative research is "Research that produces data in the form of written or spoken words from humans and observable behavior." In line with that, according to Abdul Halim Hanafi, qualitative research is "research that cannot be measured by numbers or cannot be expressed in numbers. Based on the opinions of the experts above, it can be understood that qualitative research is research that cannot be measured by numbers or figures.

FINDINGS AND DISCUSSION

The Islamic Religious Education (PAI) teacher program Develops Intrapersonal Intelligence of Students of SMA Pembangunan Laboratorium Sri Lestari states that intrapersonal intelligence is the ability to understand and work with others. In everyday life for individuals, families, and work, this intelligence is considered absolutely necessary and is often referred to as more important than other intelligences for success in life (Fahrur Nisya, 2020: 39). Teachers are professional educators with the main task of teaching, educating, directing, guiding, assessing, training, and evaluating students from early childhood education to high school education (Muslihun, et al., 2010: 262).

The Islamic Religious Education (PAI) teacher program to develop intrapersonal intelligence of SMA Laboratory Development students is 1) Encouraging self-reflection: teachers provide time to discuss and write reflection journals, provide open questions after learning is done, how they feel about what they think, improve their capacity in the future and small group discussion techniques; 2) Determining personal goals; teachers start with open conversations with students, asking about what they will achieve in school and outside of school, then discussing the steps they can take to achieve their goals and suggesting that students make their goals more specific, measurable, achievable, relevant and time-limited; 3) Facilitating emotional management: emotional management is very important for students because it affects the planning and implementation of programs created by teachers; 4) Supporting internal motivation: internal motivation can increase students' passion for learning, be more resistant to challenges and tend to be more creative in their approach to the material presented by the teacher; 5) Facilitation of awareness of strengths and weaknesses: to facilitate awareness of strengths and weaknesses is to involve students in self-reflection, continuous feedback, group discussions, Q&A sessions and evaluations every week when learning is carried out; 6) Facilitation of critical thinking skills: facilitation of critical thinking skills is by using methods to encourage students

to think critically such as group discussions, text analysis, and case studies are carried out every week.

So, from the six programs above, it can be concluded that Developing Intrapersonal Intelligence of SMA Pembangunan Laboratorium Students, namely by encouraging self-reflection, determining personal goals, facilitating emotional management, supporting internal motivation, facilitating awareness of strengths and weaknesses, and finally facilitating critical thinking skills can run this program well in accordance with the expectations of the school, parents and students can be implemented. Steps for Islamic Religious Education (PAI) teachers to Develop Intrapersonal Intelligence of SMA Pembangunan Laboratorium Students Teachers are one of the most important components in educational institutions. Without teachers, education cannot be carried out by students. The important role of a teacher cannot be replaced by other devices, because a teacher not only delivers teaching materials but more than that. Teachers can provide examples and role models for students, especially in terms of implementing and/or practicing their knowledge in everyday life (Sumarji and Rahmatullah, 2018: 7). Intrapersonal intelligence is an ability related to self-knowledge and the ability to act adaptively based on that self-knowledge. Included in this intelligence is the ability to reflect and balance oneself. This person has a high awareness of his ideas, and has the ability to make personal decisions. He is aware of his life goals, can regulate his feelings and emotions so that he looks very calm (PaulSuparno, 2003: 41). The role of religious education teachers Islamic religious education is a conscious effort to prepare students to understand (knowing), be skilled in implementing (doing) and practicing (being) Islam through educational activities. As an educator, one should know what will be done during the learning process, so a teacher already knows the steps to be taken when developing students' intrapersonal intelligence at SMA Pembangunan Laboratorium.

The steps taken by the teacher are: 1) Encouraging Self-Reflection: encouraging self-reflection starts from the introduction of the concept of reflection by introducing the concept of self-reflection to students, setting personal goals, using reflection journals, group discussions, self-evaluation activities, individual mentoring and guidance, and integration with daily life. These are the steps that a teacher can take to encourage self-reflection in students; 2) Setting Personal Goals: setting personal goals for students has several approaches, namely career counseling and guidance sessions that help students identify their strengths and interests, using tools such as interest and talent tests, teaching the SMART concept and asking them to write down their personal goals. This is what a teacher can do for students; 3) Facilitating Emotional Management: teachers usually direct activities that focus on self-awareness and self-reflection in lessons, managing guidance and counseling programs that provide easy access for students and implementing a social emotional approach in extracurricular activities. This is what we do during Islamic religious education lessons; 4) Supporting Internal Motivation: making course material relevant to students' interests and lives, giving students opportunities to have choices in their learning, and focusing on constructive and supportive feedback; 5) Facilitating Awareness of Strengths and Weaknesses: Islamic religious education teachers implement self-reflection after each unit of instruction, use formative assessments, such as quizzes and assignments, to provide immediate feedback, and frequently hold group discussions where students can share and discuss challenges and solutions with their peers; 6)

Facilitating Critical Thinking Skills: creating a classroom environment that supports open discussion and encouraging students to share opinions and ask questions about topics related to religious teachings.

So, from the six steps above, it can be concluded that the steps to Develop Intrapersonal Intelligence of Students at SMA Pembangunan Laboratorium are to encourage self-reflection, determine personal goals, facilitate emotional management, support internal motivation, facilitate awareness of strengths and weaknesses, and finally facilitate critical thinking skills of students in order to develop intrapersonal intelligence of students at SMA Pembangunan Laboratorium. Obstacles and solutions of Islamic Religious Education (PAI) teachers in Developing Intrapersonal Intelligence of Students at SMA Pembangunan Laboratorium In the Regulation of the Minister of Religion, it is explained that the role or duties of Islamic religious education teachers as in the regulation of the Minister of Religion of the Republic of Indonesia number 16 of 2010 concerning "management of religious education in schools, in article 1 paragraph 7 states that religious education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, giving examples, assessing and evaluating students "(AhmadTafsir, 2008: 30). Intrapersonal intelligence is the ability related to self-knowledge and the ability to act adaptively based on that self-knowledge. Included in this intelligence is the ability to reflect and balance oneself. This person has a high awareness of his ideas, and has the ability to make personal decisions. He is aware of his life goals, can regulate his feelings and emotions so that he looks very calm (Paul Suparno, 2003: 41).

The obstacles in developing intrapersonal intelligence of students at SMA Pembangunan Laboratorium are: 1) Students: students have limited time, lack of resources and support, limited facilities from the school and a dense curriculum often make us have to prioritize academic materials over self-development activities and lack of support from some parents and obstacles from some students who feel less interested in this activity; 2) Facilities and infrastructure: the lack of facilities and infrastructure greatly interferes with teachers' efforts to develop intrapersonal intelligence. As explained above, SMA Pembangunan Laboratorium has limited classroom space, lack of learning tools and resources, lack of training for teachers, lack of support from the school, social and cultural barriers. Therefore, this has a very negative impact on the development of intrapersonal intelligence of students. 4) Lack of parental attention: many parents are busy with their work, many parents may not have sufficient understanding of what intrapersonal intelligence is.

Some parents may prioritize academic or sports achievement over self-development, lack of communication skills between parents and children, and stress or conflict in the family can distract parents from efforts to support the development of children's intrapersonal intelligence; 5) Environment: the magnitude of the influence of the environment greatly affects the development of students and greatly affects the learning and teaching process of students. Therefore, the school, family and teachers must work together to help direct students. Because only with good cooperation will good results be realized. The solutions presented by the principal and teachers at SMA Pembangunan Laboratorium in Developing Students' Intrapersonal Intelligence are 1) Cooperation between the school, family and community: silaturahmi activities are carried out once a year to bring together parents with teachers at school and also

members of the community to establish good relationships. ; 2) Creating a conducive school environment: good cooperation between the school, family and community will help develop students' intrapersonal intelligence. Students in their daily lives are not only in the school environment but students are also in the environment where students live. To develop this intrapersonal intelligence there must be good cooperation between schools, families and the environment to create a conducive school environment.

So, it can be concluded that students, facilities and infrastructure, lack of parental attention and the school environment make teachers and schools overwhelmed in fostering students to develop intrapersonal skills of students at SMA Pembangunan Laboratorium and the solution carried out by the school and teachers is cooperation between the school, family and community to create a conducive school environment.

CONCLUSION

Based on the author's research on the Efforts of Islamic Religious Education Teachers in Developing Intrapersonal Intelligence of Senior High School Students in Laboratory Development, it can be concluded as follows: The Islamic Religious Education (PAI) teacher program in Developing Intrapersonal Intelligence of Senior High School Students in Laboratory Development is to encourage self-reflection, determine personal goals, facilitate emotional management, support internal motivation, facilitate awareness and weaknesses and facilitate critical thinking skills in developing intrapersonal intelligence of students. The steps of Islamic Religious Education (PAI) teachers in Developing Intrapersonal Intelligence of Senior High School Students in Laboratory Development are to encourage self-reflection, determine personal goals, facilitate emotional management, support internal motivation, facilitate awareness and weaknesses and facilitate critical thinking skills. So by doing the above methods, it can help students in developing intrapersonal intelligence of students and make it easier for teachers to instill lessons to students through the responsibilities given to a teacher. The obstacles and solutions of Islamic Religious Education (PAI) teachers in Developing Intrapersonal Intelligence of Senior High School Students in Laboratory Development are the students themselves, lack of attention from both parents, facilities and infrastructure and the school environment. The author believes that this greatly influences the efforts made by teachers in developing students' intrapersonal intelligence. The solution to deal with these obstacles is to collaborate between schools, teachers, families and communities to create an orderly and conducive school environment.

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