

Development of Teachers' Pedagogical Competence in Multiple Intelligence-Based Learning Innovation in Madrasah Ibtidaiyah

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ABSTRACT

This research aims to develop teachers' pedagogical competence in implementing multiple intelligences-based learning innovations in Madrasah Ibtidaiyah. Howard Gardner's theory of multiple intelligences is the basis of this approach, which emphasises the importance of recognising and developing different types of student intelligence, including linguistic, logical-mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal and naturalist. The method used in this research is a literature study that examines various relevant written sources. The results showed that developing teachers' pedagogical competence through multiple intelligences-based learning can improve the effectiveness of the teaching and learning process. Teachers involved in this study showed improvement in planning, implementing and evaluating learning that is more responsive to the needs and characteristics of students' multiple intelligences. However, challenges include limited resources and the need for intensive training for teachers to understand and implement multiple intelligences strategies effectively.

KEYWORDS: Teacher Competence, Pedagogic Competence, multiple intelligences

INTRODUCTION

Education is the main foundation in building the quality of superior and competitive human resources. amid the rapid development of globalisation and technology, the education system in indonesia, including in madrasah ibtidaiyah, is required to continue to innovate in order to meet the increasingly complex learning needs of students. one of the relevant approaches in this context is the application of multiple intelligences-based learning (H. Gardner et al., 2018; H. E. Gardner, 2011). the concept of multiple intelligences, introduced by howard gardner, emphasises that each individual has different types of unique and varied intelligences, such as linguistic, logical-mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and naturalist intelligences (Ru'iyah et al., 2022).

The development of teachers' pedagogical competence is the key to success in implementing multiple intelligences-based learning in madrasah ibtidaiyah (Agustin et al., 2022; Kurniawati,

2022), 2022; Kurniawati, 2023). pedagogic competence includes the teacher's ability to design, implement, and evaluate effective learning processes, as well as manage the classroom dynamically. in the context of mi learning, teachers must be able to recognise and develop the various types of intelligence possessed by each student, so as to create an inclusive learning environment and stimulate individual potential to the fullest. therefore, improving teachers' pedagogic competence is very important to produce an innovative and adaptive learning process to student needs (Anam, 2021; Putri et al., 2021).

However, based on various studies and observations, there are still challenges in developing teachers' pedagogical competence in madrasah ibtidaiyah. many teachers do not fully understand the concepts and practices of multiple intelligences-based learning, so they still use conventional teaching approaches and are less responsive to the diversity of students' intelligence (Diana et al., 2020; Jaswo, 2022). this is due to various factors, including the lack of training and supportive resources, as well as the lack of support from educational institutions in implementing the multiple intelligences approach effectively (Sundari et al., 2022; Syaikh, 2020).

To overcome these problems, structured and sustainable efforts are needed to develop the pedagogical competence of teachers in madrasah ibtidaiyah. intensive training programmes and workshops focused on multiple intelligences-based learning can be one solution (Solihin et al., 2021; Yulyani et al., 2020). through these trainings, teachers will be able to develop their pedagogical competence, 2020). through this training, teachers will be equipped with knowledge and practical skills in designing and implementing learning strategies that suit the different types of student intelligences. in addition, support from the school and education community is also needed to create a collaborative and innovative learning culture (Afandi, 2021; Lestari et al., 2023).

This study aims to explore the importance of developing teachers' pedagogical competence in multiple intelligences-based learning innovation in madrasah ibtidaiyah. through literature review and empirical analysis, it is expected to provide comprehensive insights into strategies and best practices in implementing mi learning. thus, this article can be a reference for educators, education managers, and other stakeholders in an effort to improve the quality of education in madrasah ibtidaiyah, as well as prepare students to face future challenges with diverse and balanced intelligences.

METHODS

This research was conducted using the literature study method. the stages of the research were carried out by collecting and analysing various written sources relevant to the research topic. these sources include books, scientific journals, conference articles, theses, dissertations, and other official documents that discuss teacher pedagogical competence, multiple intelligences-based learning, and the context of education in madrasah ibtidaiyah. Through this process, researchers can identify and understand key concepts, underlying theories, as well as best practices that have been applied in various other educational settings. the literature study also allows researchers to

see the existing knowledge gaps and find inspiration to design innovative and effective interventions.

In addition, the literature review method helps researchers to formulate a strong theoretical and methodological framework for research. by reviewing a wide range of existing literature, researchers can consolidate previous findings and use them as a basis for developing hypotheses or research questions. this process also involves a critical evaluation of the strengths and weaknesses of previous studies, so that researchers can avoid the same mistakes and improve the quality of their research. the literature review not only provides a solid theoretical foundation but also helps in identifying the most suitable methods and analytical tools to examine the development of teachers' pedagogical competence in the context of multiple intelligences-based learning in madrasah ibtidaiyah.

DISCUSSION

Teacher Competence

In the education process, teachers need qualified competencies so that they can carry out their duties and functions properly. In this regard, there are 4 competencies that need to be mastered by teachers, the four competencies are pedagogic, professional, social, and personality competencies that complement each other and form a strong basis for a teacher in carrying out his duties (Bukit & Tarigan, 2022; Putra et al., 2023). Pedagogic competence ensures that the learning process runs effectively and efficiently, professional competence guarantees mastery of teaching materials, social competence enables harmonious interactions with all related parties, and personality competence ensures teachers become good role models for students. By developing and integrating these four competencies, teachers can provide quality education and contribute to the development of each student's maximum potential. Continuous efforts to improve teacher competencies are essential to meet the challenges of education in the modern era and ensure that future generations are ready to face the future armed with knowledge and strong character (Akbar, 2021; Somantri, 2021).

First, professional competence is a competence related to the mastery of teaching materials in depth and breadth. Professional teachers have a good understanding of the discipline they teach, and are able to integrate this knowledge in a context that is relevant and applicable to students. This competence also includes the ability to continuously develop themselves through continuous learning and participating in scientific activities or professional training. Teachers who have high professional competence are able to provide subject matter in a way that is interesting and easy for students to understand, and motivate them to learn more deeply and critically about the material being taught (Lestari et al., 2023; Solihin et al., 2021).

Second, social competence is the teacher's ability to interact and communicate effectively with students, parents, fellow teachers, and the community. Teachers with good social competence

are able to build harmonious and respectful relationships with all parties involved in the education process. This competency also includes the ability to work together in teams, resolve conflicts, and understand and appreciate the diversity of students' cultures and backgrounds. With strong social competence, teachers can create an inclusive and supportive learning environment, and increase the participation and involvement of all parties in supporting student education.

Third, personality competence is a competence that reflects the character and integrity of a teacher. Teachers with good personality competence demonstrate consistent, fair and responsible behaviour in carrying out their duties. They have self-confidence, perseverance and the ability to control their emotions and show a positive attitude in various situations. Personality competence also includes the ability to be a good role model for students, demonstrate professional ethics, and uphold moral and ethical values in daily life. Teachers with strong personality competence are able to build trust and respect from students and colleagues, and contribute to students' character building.

Fourth, pedagogic competence is one of the main competencies that a teacher must have. This competency includes the ability to plan, implement and evaluate an effective and efficient learning process. Teachers who have good pedagogic competence are able to design a curriculum that suits the needs and characteristics of students, as well as create a conducive and interactive learning environment. In addition, pedagogic competence also includes the teacher's ability to manage the classroom, apply various learning methods and strategies, and use educational technology to support the teaching and learning process. With strong pedagogic competence, teachers can help students achieve optimal learning outcomes and develop their potential to the fullest.

Implementation of Teacher Pedagogic Competence

The implementation of teachers' pedagogical competence begins with careful and structured lesson planning. teachers who have good pedagogical competence are able to design lesson plans (RPP) that are in accordance with the curriculum, needs, and characteristics of students. this includes setting clear learning objectives, determining relevant materials, choosing effective learning methods and strategies, and designing appropriate assessments to measure goal achievement. good planning also considers differentiation of instruction to accommodate differences in students' abilities and learning styles, so that each student can learn optimally (Akbar, 2021).

During the learning process, teachers' pedagogical competence is reflected in their ability to manage the classroom and create a conducive learning environment. teachers must be able to maintain classroom discipline, manage time effectively, and create an atmosphere that supports positive interactions between students. in addition, teachers must also be able to implement various active and interactive learning strategies, such as group discussions, project-based learning, and the use of media and educational technology. thus, students become more involved and motivated to learn, and are able to develop critical and creative thinking skills (Somantri, 2021).

In addition, reflection and continuous professional development are important parts of teachers' implementation of pedagogical competence. teachers must constantly evaluate their own learning practices and look for ways to improve their effectiveness. this can be done through various forms of professional development, such as attending trainings and workshops, joining teacher learning communities, and reading the latest educational literature. by committing to continuous professional development, teachers can continuously improve their pedagogical competence and remain relevant to the latest educational developments and innovations. continuous implementation of pedagogical competence not only improves the quality of learning in the classroom, but also contributes to improving the overall quality of education.

Multiple Intelligence Based Learning

Multiple intelligences-based learning (mi) is an educational approach based on the theory of multiple intelligences proposed by howard gardner. the theory identifies that each individual has a unique and distinct range of intelligences, including linguistic, logical-mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and naturalist intelligences. in the context of learning, this approach emphasises the importance of recognising and developing all these intelligences, not just the traditional academic ones. the aim is to create a learning environment that is more inclusive and responsive to the different potentials and needs of students (H. Gardner et al., 2018; Moran & Gardner, 2018), 2018; Moran & Gardner, 2018).

The implementation of multiple intelligences-based learning involves the use of various methods and strategies designed to activate and develop each type of intelligence. for example, to develop linguistic intelligence, teachers can use activities such as reading, writing, and discussion. for logical-mathematical intelligence, teachers can present mathematical challenges, logic, and scientific experiments. musical intelligence can be developed through the use of music and rhythm in learning activities, while kinesthetic intelligence can be facilitated through physical activities and games. by varying learning methods, teachers can ensure that each student has the opportunity to learn in a way that best suits their style and strengths (Abdurahman et al., 2023), 2023).

Multiple intelligences-based learning also promotes a more personalised and individualised approach to education. teachers are expected to recognise the strengths and weaknesses of each student, as well as provide opportunities for students to express and develop their intelligences in unique ways. this can be done through systematic assessment and observation, as well as through in-depth interactions with students. thus, teachers can design more relevant and challenging learning activities, and provide appropriate support to help each student reach their full potential (Susanti, 2020; Syngenta et al., 2024).

In addition to providing benefits for students' individual development, multiple intelligences-based learning also has a positive impact on classroom dynamics and the learning community as a whole. by valuing and utilising the diversity of intelligences present in the classroom, teachers can create a more collaborative and inclusive learning environment. students are invited to work

together and learn from each other, recognising and valuing different forms of intelligence and skills. This approach also helps students to develop higher self-confidence and motivation to learn, as they feel valued and supported in their unique ways of learning. thus, multiple intelligences-based learning not only improves learning outcomes, but also shapes students into more holistic individuals who are ready to face future challenges.

Opportunities and Challenges of Multiple Intelligence-Based Learning in Madrasah Ibtidaiyah

Multiple intelligences-based learning in madrasah ibtidaiyah offers various opportunities to improve the quality of education. this approach allows for the holistic development of students' potential, taking into account the diversity of intelligences possessed by each child. by recognising and developing different types of intelligences such as linguistic, logical-mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and naturalist, teachers can create a more inclusive and motivating learning environment. this not only improves students' academic outcomes but also develops their social, emotional, and practical skills, which are essential in everyday life (Abdurahman et al., 2023), 2023).

However, the implementation of mi-based learning in madrasah ibtidaiyah also faces a number of challenges. one of the main challenges is limited resources and facilities. the mi approach requires a variety of learning tools and materials that can support students' diverse intelligences, such as musical instruments, sports equipment, visual materials, and educational technology. in addition, teachers need to receive specialised training to understand and implement mi learning strategies effectively. without adequate support from the school and government, the implementation of mi learning can be hampered by a lack of resources and skills (Agustin et al., 2022).

Another challenge is resistance to change and the habit of traditional teaching methods. some teachers may find it difficult to abandon conventional teaching methods and adopt more dynamic and varied approaches such as mi. in addition, the implementation of mi-based learning also requires additional time and effort in planning and implementing teaching and learning activities. to overcome these challenges, a strong commitment is needed from all parties involved, including teachers, school administration, and parents. ongoing support through training, resources, and education policies that support innovation are essential to ensure the success of multiple intelligences-based learning in madrasah ibtidaiyah.

CONCLUSION

The development of teachers' pedagogical competence in learning innovations based on multiple intelligences in madrasah ibtidaiyah is a strategic step to improve the quality of education. by strengthening pedagogical competence, teachers can be more effective in designing, implementing, and evaluating the learning process in accordance with the diverse intelligences of students, including linguistic, logical-mathematical, musical, kinesthetic, spatial, interpersonal,

intrapersonal, and naturalist intelligences. the implementation of mi-based learning also requires teachers to continuously develop themselves through continuous training and learning, as well as adaptation to technology and innovative learning methods. mi approach allows each student to learn according to their own style and strengths, thus optimising their full potential. mi-based learning implementation also requires teachers to continuously develop themselves through continuous training and learning, as well as adaptation to technology and innovative learning methods.

The main challenges in this development include limited resources, the need for intensive training for teachers, and resistance to change from traditional teaching methods. therefore, strong support from the government, school authorities, and parents is needed to provide adequate facilities, resources, and training. overall, developing teachers' pedagogical competence through multiple intelligences-based learning innovations in madrasah ibtidaiyah can create a learning environment that is more inclusive, dynamic, and responsive to students' needs. As such, this approach not only improves academic learning outcomes but also helps students develop social, emotional and practical skills essential for their lives. successful implementation of this will contribute to improving the overall quality of education and better prepare students for future challenges.

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