

Implementation of Multiple Intelligences Approach Based On Batak Angkola Culture in Learning Thematic For Class IV SD Negeri 100620 Pargarutan Julu South Tapanuli District

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Abstract: *The purpose of this study is to describe the preparation, implementation and assessment related to the implementation of the Batak Angkola culture-based Multiple Intelligences approach in the thematic learning of grade IV SD 100620 Pargarutan Julu, South Tapanuli District. This research uses a qualitative research approach with descriptive research type. The subjects of this study were grade IV teachers and grade IV students. Data collection techniques used were observation, interviews, and documentation. Data analysis techniques consist of data reduction, data display and conclusion drawing. The results showed that the implementation of the Multiple Intelligences approach in thematic learning in grade IV SD 100620 Pargarutan Julu, South Tapanuli District took place well. The teacher has used varied learning methods and strategies for the Batak Angkola culture, including using lecture and story methods for students who are superior in verbal-linguistic intelligence, demonstrations in ritual ablution for students who are superior in physical-kinesthetic intelligence. For students who excel in multiple intelligence, the teacher teaches with presentations that combine creative linguistic, mathematical and kinesthetic methods with creativity. The learning assessment is reviewed from 3 aspects namely; 1) cognitive by oral, written and assignment tests, 2) affective by observation and self-assessment, and 3) psychomotor with project and practice assignments. It can be concluded that the teacher has carried out activities to provide apperception and motivation and to carry out multiple intelligence-based activities to develop the nine types of intelligence, including: linguistic-verbal, mathematical-logical, visual spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalist and existentialist. So with the implementation of the Multiple Intelligences approach, thematic learning is more fun and meaningful.*

Keywords: *Multiple intelligences approach; Batak Angkola; thematic learning.*

I. Introduction

Thematic learning is learning that is useful, interesting, meaningful, and appropriate for students in early primary school (SD) classes. The teacher must be creative in teaching, various approaches in learning need to be considered by the teacher so that learning can proceed in accordance with the objectives to be achieved.

In practice, the thematic learning that has taken place so far has not yet reached the expected goals. Based on the research results of Ayuk Kusumastuti, Sudiyanto and Dini Octoria (2016) stated that teachers have difficulties in planning learning, implementing learning and evaluating thematic learning. The same problem also occurs in SD 100620 Pargarutan Julu, which is located in Pargarutan Julu, Pargarutan Angkola Timur, South Tapanuli District. This results in low student learning outcomes and does not reach the Minimum Mastery Criteria (KKM).

Efforts that can be made to overcome this are implementing the right learning approach. One learning approach that is appropriate to the characteristics of the 2013 curriculum and is good to apply is the *Multiple Intelligences* approach because it can be integrated in the Angkola

cultural context. This is in accordance with the opinion of Abduh (2015) that the characteristics of the 2013 curriculum refer to the importance of interaction and the community environment as a source of learning, so it is expected that teachers can integrate sociocultural aspects into the learning process.

Based on Gardner's opinion that the *Multiple Intelligences* Approach consists of nine types of intelligence. The intelligences include: linguistic intelligence, logical mathematical intelligence, visual space (spatial) intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence. Therefore, teachers as educators must pay attention to each intelligence possessed by students so that their intelligence potential can be developed to the fullest.

The learning process by choosing the right teaching method is very influential on the success of student learning. Thomas R. Hoer (2007: 21) states that different types of intelligence affect teaching and learning activities. Every intelligence has a different learning style. Therefore, the learning approach should be related to the environment and cultural context around the student's residence.

The teaching materials are designed to disable monotonous methods of learning. The goal is to make changes from strengthening the response to knowledge acquisition for knowledge construction. In this context, a teacher provides an environment where each student can build his or her knowledge by interacting with his or her physical and social environment. Teachers must identify the need to develop new teaching and training materials. Teachers used to classify their materials according to the students' needs and requirements. A lesson plan is biased into one of the effective ingredients. Materials should teach students to study. Learners are oriented toward teaching and learning (Sirait, et al: 2019).

Following is an example of the development of thematic learning material with the Angkola culture-based *Multiple Intelligence* approach. Tina, Ahmad, and Hasanah mapage-page by collecting Rp 2,000, Rp 5,000 and Rp 1,000. What is the amount of money collected? The answer is IDR 8,000. Marpage-page means to make a contribution, so the moral value taught is marital or helping one another. This is easily understood by students because it is close to daily life.

Based on these explanations, it is necessary to implement the *Multiple Intelligences* approach based on Angkola Batak culture as an effort to create thematic learning that is fun and meaningful.

II. Research Methodology

This research uses a qualitative research approach with descriptive research type. The subjects in this study were people involved in multiple intelligences-based learning in class IV which included class IV teachers and class IV students. This research was conducted at SD Negeri 100620 Pargarutan Julu Elementary School, South Tapanuli District.

Data sources used are primary data sources and secondary data. Primary data obtained from observations and interviews with teachers and students. Whereas secondary data was obtained from the results of documents in the form of school programs, learning plans, student data, facilities, photographs and assessments. Data collection techniques used include observation, interviews and documentation. The observations were made during the learning process. In this study, researchers are the main instruments in collecting data and interpreting data by following the guidelines for interviews, observation, and documentation. The steps of data analysis in this study are data reduction, data display, and conclusions.

III. Results and Discussion

In implementing *Multiple Intelligences*-based learning in SD 100620 Pargarutan Julu, South Tapanuli District, the school has steps that must be taken. These steps start from the preparation, implementation and assessment.

a. Preparation

Preparations made are to recognize student intelligence, prepare learning plans / lesson plans, and design appropriate learning media. The process of recognizing student intelligence is done through observation and gathering student documents.

Furthermore, the preparation of the lesson plan / lesson plan is made by the teacher in accordance with the competencies contained in the 2013 Curriculum. The learning media that are designed are also in accordance with the theme of the 8 Regions in which I live. Thematic learning media are implemented in accordance with the conditions and cultural elements of the Batak Angkola in South Tapanuli Regency.

b. Implementation

The implementation of this learning refers to activities that reflect apperception and motivation as well as learning activities using the Batak Angkola culture-based multiple intelligences approach. The activities carried out in the implementation are the body reflection movement, dancing regional dances, singing folk songs, and telling folklore from South Tapanuli District.

In presenting the subject matter, the teacher first repeats the material that has been delivered previously. Then proceed with delivering material related activities that will be carried out during the learning process. The teacher gives students an understanding of the concept to build an initial concept of learning.

Furthermore, learning with a *multiple intelligences* approach includes development for the nine types of intelligence. The intelligence referred to include the following:

- Verbal-linguistic intelligence is developed by the teacher asking students to read stories in front of the class, making presentations, giving students the opportunity to express their opinions, speak and write.
- Mathematical-logical intelligence is developed by the teacher practicing logical games, inviting historic sites in the South Tapanuli Regency and inviting students to do some games that require logical thinking. The teacher gives concrete material that can be used as a game that involves logical power. The rest, in learning activities teachers provide activities to develop mathematical-logical intelligence when mathematics is related to numbers or counting, making graphics, calculations, opportunities and geometry.
- Spatial intelligence is developed by the way the teacher teaches mind mapping and provides an opportunity to show understanding through images. Visual-spatial learning activities to motivate children through media such as slides, videos, diagrams, maps and graphs, as well as provide opportunities for drawing and painting.
- Kinesthetic intelligence is developed by the teacher doing a group game by doing physical movements as well as giving students the freedom to move, move while learning and stay in touch with the theme of Daerah Tempat Tinggalku.
- Musical intelligence is developed by means of the teacher inviting students to sing during the learning process, playing musical accompaniment in the South Tapanuli region when

learning takes place and facilitating students to play musical instruments typical of the region.

- Interpersonal intelligence is developed by discussion, group projects, practicing interviews, teaching friends who don't understand and playing group games. This gives them the opportunity to teach other children and provide various types of games that can be done with their friends. Students are asked to name one of their strengths, give individual assignments, give students opportunities to learn on their own, and ask students to try to assess their own work. In addition, it can develop and construct interpersonal intelligence possessed by students with a variety of learning activities that are in accordance with the theme of the 8 Regions where I live. Learning activities by observing the environment, students are asked to observe the park environment to see biotic and abiotic objects. This makes them more excited when they are involved in outdoor experiences in the area of South Tapanuli Regency.
- Existentialist intelligence is more interpreted as spiritual intelligence. The intelligence is developed with activities given praying before and after learning, learning to read and write the Qur'an, pray Dhuha and Zuhur in congregation and associate learning material with what is in the verses of the Qur'an.

c. Assessment

The assessment used by the teacher is an assessment that refers to 3 aspects, namely cognitive, affective and psychomotor. Cognitive assessment consists of oral tests and written tests. Oral tests are conducted by giving questions to students regarding integers and students who can answer will get a grade. As for the written test related to the counting operations. In addition, teachers also hold assignments. The assignment given by the teacher was to make a story of daily experiences related to the Angkola Batak culture in South Tapanuli District.

The affective assessment is carried out by way of attitude assessment which can be assessed using observation techniques, self-assessment, peer-to-peer assessment, and teacher notes. Psychomotor assessment is done by the teacher using performance appraisals or practices, projects, and portfolios. The teacher gives project assignments to students to conduct experiments to determine the effect of force on the direction of motion of objects. The experiment was carried out using a slingshot. The results of the catapult playing experiment are presented and collected on a given day, then collected to be assessed by the teacher. In addition the teacher also assesses student psychomotor when students are doing practice.

IV. Conclusion

The conclusions in this study are as follows:

1. Preparation is made by recognizing student intelligence and preparing lesson plans / lesson plans and appropriate learning media.
2. The implementation of learning has done apperception and student motivation. The teacher facilitates students to learn through the nine types of intelligence. Although in learning the nine types of intelligence is not done by the teacher at one time. The nine types of intelligence referred to are a) linguistic-verbal, b) mathematical-logical, c) visual-spatial, d) kinesthetic, e) musical, f) interpersonal, g) intrapersonal, h) naturalistic and i) existentialist. Although the nine types of intelligence are not given at one time.

3. The assessment used by teachers in multiple intelligences-based learning is authentic assessment covering 3 domains, namely; a) cognitive with oral tests, written tests and assignments, b) affective observations related to student attitudes when learning and outside of learning, self-assessment and conducting monthly announcements / targets, c) psychomotor by doing project assignments and practices given to students.

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