

# IMPLEMENTING THE MULTIPLE INTELLIGENCES LEARNING MODEL TO ENHANCE ISLAMIC RELIGIOUS EDUCATION OUTCOMES FOR CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE AND SPECIAL SCHOOLS IN MALANG, INDONESIA

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## Abstrak

Penelitian ini bertujuan mendeskripsikan implementasi model pembelajaran berbasis Multiple Intelligences (MI) dalam meningkatkan hasil belajar Pendidikan Agama Islam (PAI) bagi Anak Berkebutuhan Khusus (ABK) di SD Anak Saleh Malang dan SLB Autisme River Kids. Menggunakan pendekatan kualitatif dengan jenis studi kasus, data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan informan utama meliputi guru PAI, kepala sekolah, dan orang tua. Hasil penelitian menunjukkan bahwa implementasi multiple intelegences (MI) dilakukan dengan mengidentifikasi kecerdasan dominan tiap siswa, lalu merancang strategi pembelajaran yang sesuai, seperti media visual, aktivitas kinestetik, dan musikalisasi. Strategi ini meningkatkan motivasi, partisipasi, serta pemahaman nilai-nilai keislaman secara kontekstual dan bertahap. Keberhasilan implementasi sangat dipengaruhi oleh kreativitas guru, dukungan sekolah, dan kolaborasi orang tua. Penelitian ini menunjukkan bahwa pendekatan MI berpotensi besar membangun sistem pendidikan agama yang inklusif dan berkeadilan. Implikasinya, dibutuhkan kebijakan yang mendorong kurikulum diferensiatif dan pelatihan guru yang responsif terhadap kebutuhan ABK. Selain itu, sinergi antara sekolah, keluarga, dan komunitas perlu diperkuat guna menciptakan lingkungan belajar yang adaptif dan menghargai keberagaman kecerdasan. Temuan ini menjadi kontribusi penting dalam reformasi pedagogi PAI di sekolah inklusif tingkat dasar.

**Kata kunci:** Multiple Intelligences, PAI, ABK, pembelajaran inklusif.

## Abstract

This study aims to describe the implementation of the Multiple Intelligences (MI) based learning model in improving the learning outcomes of Islamic Religious Education (PAI) for Children with Special Needs (ABK) at Saleh Children's Elementary School Malang and SLB Autisme River Kids. Using a qualitative approach with a case study type, data was collected through observation, interviews, and documentation with key informants including PAI teachers, principals, and parents. The results of the study show that the implementation of multiple intelligences (MI) is carried out by identifying the dominant intelligence of each student, then designing appropriate learning strategies, such as visual media, kinesthetic activities, and musicalization. This strategy increases motivation, participation, and understanding of Islamic values contextually and gradually. The success of the implementation is greatly influenced by the creativity of teachers, school support, and parental collaboration. This research shows that the MI approach has great potential to build an inclusive and equitable religious education system. The implication is that policies are needed that encourage differentiating curricula and teacher training that is responsive to the needs of ABK. In addition, synergy between schools, families, and communities needs to be strengthened to create an adaptive learning environment that respects the diversity of intelligence. These findings are an important contribution to the reform of PAI pedagogy in inclusive primary schools.

**Keywords:** Multiple Intelligences, PAI, ABK, inclusive learning.

## **Introduction**

One thing that needs to be understood in achieving the goals of education is that it lies in the learning process. Meanwhile, one of the most important elements in the teaching and learning process in schools is the assessment of learning outcomes.[1] Assessment activities are not just about giving questions to students after the material is given. However, assessment activities also include student achievement in the material provided, often used in determining learning outcomes or student ability scores even as a determinant of grade progress. How the teaching and learning process carried out in a school will determine how students' attitudes, knowledge, and behavior will change. As humans, students have potential (fitrah), but that development is affected by their interaction with the environment. Individuals with their development are products of heredity (inheritance of traits) and the environment, because they both play a very important role in a person's development.

Therefore, education is a guide in the growth and development of children. This means that education can guide all the natural forces that exist in children, so that they as human beings and as members of society can achieve the highest safety and happiness.[2] Learning with Children With Special Needs (ABK) is one of the learning processes where teachers are required to have special skills and be observant in understanding the potential or interests of their students, not only relying on structured academic achievement like normal children in general.[3] This assumption provides the understanding that the learning process is a structured and planned activity in directing students with all competencies, professionalism, personality, social and especially pedagogical. Children with Special Needs (ABK) are citizens who must be liberated and empowered despite their mental and physical limitations. Therefore, the United Nations (UN) has declared "Inclusive and equitable education".[4] Inclusive education is increasingly seen more broadly as a reform that responds to diversity among all students. Although many countries around the world have started working towards SDG4 (Sustainable Development Goal 4: Quality education, ensuring inclusive and equitable quality education and increasing lifelong learning opportunities for all), there is still debate that students with disabilities are a significant group that is still marginalized from inclusive and quality education.[5] The implementation of Inclusive Schools and Special Schools (SLB) can help the education of ABK students to achieve maximum success. In accordance with the mission of Indonesian Education in the National Education System Law No. 20/2003 ideologically affirms the principles of democracy, justice and non-discrimination by upholding Human Rights.[6] This indicates that the teaching and learning process is by placing students as objects and centers of attention or called Student Center Learning. Some important aspects in the learning process include

teachers, students, goals, strategies, supporting media and evaluation. The first step so that learning activities run very well and in accordance with expectations is to understand in depth related to learning with its various components. Including understanding the basic principles and learning paradigms. Thus, educators can carry out the learning process with the right and appropriate strategies when faced with different learning situations and conditions. Such as normal children's schools and special needs children's schools.

As for the impact, if this problem cannot be solved, it will take a lot of time and the learning seems to be of poor quality if the learning is carried out unevenly and the mastery of other materials is immeasurable. This will have an impact on the learning outcomes of PAI in children. In addition to the influence of themselves, the role of parents, teachers and the environment can also affect children's learning outcomes. If children have parents who can guide and have a good and appropriate parenting pattern, and the teaching strategies by teachers are also appropriate, then children will be more cooperative and independent, and it can even make children with needs almost equal to children with no needs. In line with that, the multiple intelligence approach initiated by Howard Gardner offers an inclusive and adaptive framework for the education of ABK students, allowing ABK students to develop according to their strengths and needs. According to Gardner's theory in Roman Yavich and Irina Rotnitsky, characterizing learning styles along with dominant intelligence is very important. It is important for the student to know the learning style that is most effective for him and the dominant type of intelligence.[7] One can observe that the intelligence of children with special needs can be in the form of spatial, musical, kinesthetic intelligence, physical, linguistic, logical-mathematical, interpersonal, intrapersonal, naturalistic, and existential intelligence. So multiple intelligence is an effort to teach and learn to accommodate students with diverse needs. [5] That way, children will easily understand PAI learning materials, especially compulsory worship learning for children in need, and can even make children feel comfortable during learning and easily practice worship materials in their daily lives. Related to the explanation above, and in order to strengthen the faith and devotion of students, the researcher chose SD Anak Saleh and SLB Autisme River Kids as the object of the research. Based on the results of observations and pre-research interviews conducted, the situation that occurred at SD Anak Saleh which is classified as an inclusion school, and SLB Autisme River is where the school accommodates ABK students with different levels of needs and family backgrounds. Starting from learning strategies in the classroom and outside the classroom, understanding the context of worship procedures, and parenting strategies.

Although there are many factors that can affect student learning outcomes, starting from internal factors and external factors. But here we only focus on the learning model, especially the Multiple Intelligence learning model and parental support and so on. This is because it is not only the responsibility of the teacher but the support and responsibility of parents is also very important in terms of children's education. In the process of learning children at home, parents have an important role in being teachers for children in their parenting. Meanwhile, in the PAI learning process in schools, PAI teachers have an important role to deliver material with the right learning strategies and models. [8] The right teacher learning strategy will certainly also have an impact on the learning outcomes of their students. From the results of observations and pre-research conducted by researchers in the three schools, the researcher found that multiple intelligence seems to be an oasis in the midst of problems in learning methodologies in ABK who often feel different due to difficulties in following conventional learning methods. In line with that, multiple intelligence can also accommodate various learning styles, and teachers can be more effective in helping ABK students achieve a better understanding of the teachings of Islam, especially material on ablution, prayer and other compulsory worship. In general, SD Anak Saleh has implemented multiple intelligence, but sometimes teachers still have difficulty in providing direct understanding to ABK students, so the role of the extraordinary teacher (GLB) is to explain the material that has been delivered by regular teachers. In contrast to SLB where all students have special needs, both SLB Autism River Kids where each class only has one or two teachers with the same focus. As a teacher, you must be able to adjust the learning model to the needs of students, which is a challenge because students have different levels of intelligence. Therefore, the researcher is very interested in researching how the theory of multiple intelligence is actually applied in the process of implementing learning in the two schools? In line with that, multiple intelligence can be used as a solution in developing the understanding of ABK students about Islamic teachings. To get the answer, the researcher took a research title "Implementation of Multiple Intelligence-Based Learning Model in Developing PAI Learning Outcomes in ABK (Children with Special Needs)".

### **Research Methods**

On the purpose of the research, which is to analyze the implementation of multiple intelligence theory in developing PAI learning outcomes in ABK students, the research method used is qualitative descriptive, meaning developing analytical procedures in a holistic manner and through the description of phenomena then presented in verbal and linguistic forms.[9] This is in line with Mudjia Rahardjo's opinion that qualitative research methods are used to investigate daily human activities and behaviors in varying cultural contexts and conditions.[10] Meanwhile, the type

of research is Case Studies, meaning that the researcher focuses the research on a predetermined case. As stated by Stake quoted by Mudjia Raharjo who explained that a case study is a detailed and in-depth study of a person, a group of people, or a certain social unit where the researcher tries to understand, what activities occur by focusing on their specificity and complexity in a certain environment and time. In line with that, Creswell stated that case studies do not only focus on people (individuals), but can also be on their activities (activities).[11] The type of case study research was chosen to help explore data on three research loci designed using multi-cases, so that researchers can explore the uniqueness of locus. The reason for choosing multiple cases is because if you use a single case, it is only limited to being able to understand the findings of a single case to answer the questions asked.

This is different from a double case study, in addition to being able to answer the question of a single case study, the researcher can also find out the similarities and differences in the cases. The multicas design referred to in this study is a case of the application of multiple intelligence-based learning in improving PAI learning outcomes in children with special needs, by comparing the findings between SD Anak Saleh and SLB Autism River Kids, so that with this a comparison of differences and similarities can be seen. Therefore, through this method, the author will understand and describe what learning model is used in ABK students, as well as the implementation of multiple intelligence theory in developing PAI learning outcomes in ABK students, and what factors can influence teachers to use multiple intelligence theory in ABK students.

Qualitative research, the presence of researchers is the main instrument because the researcher will interact directly with data and data sources. The researcher explored information about the Implementation of Multiple Intelligence-Based Learning Models in Developing PAI Learning Outcomes in ABK. Therefore, the presence of the researcher is very important, because from the beginning the researcher makes observations by making a frame of thought, designing the research by determining the background and subject of the research as a data source, then collecting research data to be presented, analyzed and interpreted, then the data that has been processed is concluded as a report on the results of the research.

Reason why the researcher chose the two schools as the location of the research was because the researcher wanted to see a comparison between the Inclusion School and the Extraordinary School which both applied the theory of multiple intelligence. By looking at the state of the different school environment, starting from the learning process at school, the characteristics of students in each school, student needs and others. Where later the researcher can see how multiple intelligence is applied in the two schools, and how the results of learning based on multiple

intelligence on children's understanding of PAI material, especially material on compulsory worship as Muslims, when viewed from the background and state of the school environment in the two schools in carrying out the learning process for Children in Need. The data obtained in this study is data on multiple intelligence-based learning models in developing PAI learning outcomes in grade IV ABK students conducted at Inclusion Schools and Special Schools (SLB) in Malang City. The main data in this study is in the form of words, processes and learning outcomes of PAI in ABK, while the rest is additional data or documentation.

Data sources used in this study are primary data sources and secondary data sources. Primary data are parties directly related to the focus of the research, including: PAI Teachers, Curriculum Waka, and Shadow. And secondary data as additional data is obtained through journals, books, and other data sourced from previous research. Other data sources are the form of events, such as: teaching and learning activities, student interaction in learning, learning evaluation activities, and other activities related to PAI learning outcomes. Data is collected through observation/observation data collection techniques. Data sources in the form of writing/voice or others such as PAI textbooks, learning media, photos or others whose data is gathered through documentation data collection techniques.

## **Discussion**

**Intelligence-Based Learning Model** The intellect, which is centered on the brain (al-dimagh), is a human component that is able to acquire knowledge logically. The ability to acquire and store this differs based on a person's cognitive container. An individual who thinks rationally will become a superior individual. Intellectual intelligence can be optimally developed by understanding how the human brain system works and a set of practical exercises. Humans are given extraordinary brains, but this is only the potential that must be developed. A person's intelligence actually depends on how many connections occur between each of those brain cells. In line with that, the brain has an important role in the development of every human being's intelligence. So in learning, educators are required to understand and care about how students learn with their brains. Therefore, the brain is very extraordinary, capable and powerful in giving birth to science and technology.

Biologically, the brain can be inherited from generation to generation (genetic factors). if it is not trained continuously and in the right way, brain function can be optimized according to human desires. In other words, environmental intervention also has a very important role in the development of human intelligence. According to Thomas Armstrong, children learn in their own way, and the teacher's job is to find that way. Therefore, teachers must understand the character and intelligence of their students, the goal is to make it easier for teachers to apply the learning model in



the classroom and make the teaching and learning process run well, and students can achieve the learning outcomes that have been determined. In the field of Psychology, multiple intelligence or multiple intelligence is a term or theory known as multiple intelligence. [12] This can be done with the approach of multiple intelligence theory initiated by Howard Gardner, a psychologist and professor at the Graduate School of Education at Harvard University in the United States. After studying how the brain works and how it develops, Gardner proposed that intelligence can not only be measured through IQ tests, but can also be seen in different types or forms of intelligence. The theory of multiple intelligence emerged from the results of Gardner's research on human intelligence and has had an impact on learning models in the field of Education to date.

Theories of learning in the world of Education have been created by many experts. Learning theory is basically an explanation of how learning occurs or how information is processed by students. Because this theory is to support children's learning according to their developmental stages. In addition, to shape children in accordance with environmental standards. The theory of multiple intelligence is one of them. Based on previous research, Gardner has defined the Nine intelligences. Teaching through a tailored approach to the theory of multiple intelligences allows students to develop and improve a wide range of intellectual skills.

According to Barington, the application of the theory of multiple intelligence in the field of Education is very broad. At the same time, the main emphasis in Education is only on two intelligences: logical-mathematical and linguistic-verbal, both in teaching and assessment. The use and application of augmented intelligence is possible in different learning environments and learning methods that incorporate the use of augmented intelligence. Correspondingly, educators distinguish different learning styles among the students. Each student applies the material taught in class according to his or her dominant intelligence and the most effective learning style. Because it combines learning styles with dominant intelligence, according to Gardner, it can improve the learning process among students, both ABK and Non-ABK students.

Learning Outcomes in Children with Special Needs Learning is an important process in human development to reach maturity and adjust to the environment of life. Learning is also a characteristic of humans that distinguishes them from other living beings. In the learning process, a person can produce behavioral changes that are beneficial to his or her life. These changes can be in the form of gaining new knowledge, understanding, skills, as well as positive attitudes and values. In learning, a person can also expand his behavior by trying new things that have never been done before. Nowadays, interpreting learning is often seen as an activity of transferring knowledge without paying attention to children's behavior patterns and skills. This view is because the outcome

of learning is considered less useful and causes a meaningful impression on children. So many children do not understand the true meaning of learning which leads to misperception, moral damage, wrong relationships, and ignorance.

Learning outcomes can also be in the form of a person's achievements carried out in a certain field, both individually and in groups, both academic and non-academic, which are achieved through perseverance. In line with that, teaching and learning is also referred to as the process of personal maturation of students, which is a process of interaction that occurs between students, educators, and learning sources or media used in achieving a certain competency (cognitive, psychomotor, and affective) through the learning process that is carried out either directly or indirectly. Likewise, Bloom believes that in order to form the personal soul of a qualified generation, the learning process in schools must include not only the completeness of the teaching materials delivered, but also the concept of maturity through the cultivation of attitudes that are able to form a noble personality, as well as the concept of courage to face one's own problems through one's own practice efforts, by forming physical creativity.

Bloom's idea is also known as Bloom's Taxonomy or Bloom's Taxonomy. Learning is said to be successful when individuals have understood certain subjects or materials, and there are changes in both behavior and cognitive intellectual development. Learning outcomes are a measure of students' achievement in understanding and mastering the subject matter taught. The concept of learning outcomes includes various aspects, such as knowledge, skills, attitudes, and values. Learning outcome assessment can be done through various means, such as tests, assignments, projects, and observations. The purpose of the learning outcome assessment is to provide feedback to students and teachers on the progress of student learning, as well as to evaluate the effectiveness of the learning carried out. In the context of learning, good learning outcomes can be achieved through various learning strategies and methods that suit the needs and characteristics of students, such as task-based learning, game-based learning, and collaborative learning.[13] In addition, the main cause of declining student engagement and learning outcomes is the learning process itself. So, strengthening the learning process is the main need. In this context, Bloom assumes that complete learning is based on the idea that most students can achieve a high level of learning ability if learning is handled sensitively and systematically, and that students can be assisted whenever and wherever they face learning challenges.

Implementation of Multiple Intelligence-Based Learning Model in PAI Learning for Children with Special Needs (ABK) at SD Anak Saleh It can be noted that the multiple intelligence-based learning model used by educators certainly involves a series of planning, implementation and



evaluation steps. The researcher found several plans carried out by SD Anak Saleh Malang in carrying out Multiple Intelligence-based PAI learning for ABK students, namely conducting MIR (multiple intelligence research), preparing a syllabus, and making a learning implementation plan (RPP). Meanwhile, the implementation that the researcher found included learning strategies and methods, as well as learning evaluation. The following is the explanation that the researcher found after conducting observations, interviews and documentation at SD Anak Saleh Malang. In the context of the implementation of the MI-based learning model in PAI subjects, the school itself has prepared everything necessary in its implementation. This also includes the preparation of the teachers and the facilities. MIR is conducted through observations and interviews conducted by schools with students and their guardians. Furthermore, the school will analyze the intelligence tendencies of each student, and the findings will serve as a framework for the placement of learning classes and the formulation of learning implementation plans (RPPs). This preparation aims to ensure that the learning model and the results obtained are in accordance with expectations. This aims to find out the talents and interests of students. As conveyed by Mrs. Heni as the Deputy Curriculum Officer of Saleh Children's Elementary School Malang:

"The initial entrance test is not to determine whether they are accepted or not, but we are more to identify the initial abilities of the children, we reject students if our seats are full, so at the beginning we identify the initial abilities so that in the classroom mapping we occur in four groups, not gathering in one place, all of this is kinesthetic the teacher will exercise every day, but we divide it evenly, For example, kinesthetics, the number is 20, we divide by 4, if anyone cannot read, we calculate the number, we divide by 4. We need to understand that a person's intelligence is dynamic, always changing, a child who excels in linguistics may be superior in the next few months to his spatial visuals. So there is no special instrument that we use as a guideline related to this. In addition, we also interview parents about the habits that you often do at home, things you like and dislike. We do this ability test repeatedly, and we leave it to the teacher, because remembering that children's intelligence is always changing"[14]

The initial test carried out on new students is not only a formality. This is done to find out the potential possessed by students and make it easier for teachers to develop their potential through teaching and learning activities, both learning in class and outside the classroom. Because Saleh Children's Elementary School is an inclusive school, learning for ABK students is carried out with special assistance by accompanying teachers or Shadow Teachers. Ability tests are carried out repeatedly by their respective teachers. According to what was conveyed by ustadz Ruhan as a religious teacher of SD Anak Saleh Malang:

"The initial ability test is carried out on new students, the purpose is to find out the ability and type of intelligence possessed by the child, plus a letter of introduction from a doctor or psychologist about the special needs of ABK students. This is done so that we teachers can adjust the model and learning that will be presented to students. After we know the potential

that the child has, when mapping the class, we do not classify each class according to the potential or ability that the child has. Each class must have different abilities, and the abilities of the children in each class are equal. That is, in one class all smart children are not, so in one class there are grades A, B, C and D so there is no term for a special class that is superior. It's just that when in the field technically, when we see that there are things that may be lacking, we will go deeper, we will definitely treat them the same first, we will see how far they can follow, for those who are ABK, they are guided again by the teacher on duty. But if we differentiate Person A from this approach, B with this approach, we can't. So for children who need a more in-depth approach, we will increase the portion, and thank God I think the children can follow well. Not only that, but it is very important that we know that the ability test can be less relevant if it is only done once, so we take the initiative to observe parents once a year, and assess the children's daily life at school, what changes are more prominent." [15]

Similar to what was conveyed by Mrs. Rika as a Shadow Teacher at SD Anak Saleh Malang, that the initial ability test is indeed very important, because with it educators can develop children's competencies optimally.

"At the beginning of learning or when accepting new students, we have a children's intelligence test, the questions asked are related to children's habits when studying at home and activities that are often carried out daily. Apart from that, I also tried several learning models until I found a learning model that made children enjoy and easy to understand things. We also assess the ability every day, considering that the child's ability is always changing, and usually parents invite students who need to do an examination every 3/6 months, because the child's shortcomings or strengths can indeed change. For example, now the child is diagnosed with ADHD, it could be ASD in the next 6 months. Like the students I hold after a routine psychological check every 6 months, the advantage is that initially emotional implex is now ASD." [16]

The above statement, it can be concluded that the first step in implementing the MI-based learning model is to determine the type of intelligence in students, through initial tests or multiple intelligence research. After knowing the type or ability of the students, the teacher will map the students into learning classes which are divided into four groups. Each class has several types of intelligence, meaning that each class does not only focus on one type of intelligence. In the sense that each rombongan has several different types of intelligence. of Multiple Intelligence-Based Learning Model in PAI Learning for Children with Special Needs (ABK) at SLB Autisme River Kids.

Researcher described the actual conditions regarding the implementation of the multiple intelligence-based learning model in PAI subjects at SLB Autisme River Kids. It is similar to what is applied at SD Anak Saleh Malang that in implementing the learning model, of course there are several stages including Planning, Implementation, and Evaluation. The following is the explanation that the researcher found after conducting observations, interviews, and documentation at SLB-B Autisme River Kids:

We conduct an initial assessment on children, the goal is to screen whether the child has been diagnosed before, and whether the diagnosis has not shifted. But when the diagnosis screening is different from the previous one, the results need to be rediagnosed. After the initial assessment, there is a follow-up assessment that is carried out during 8 meetings, it is hoped that through the assessment, the planning matrix related to the character of these students will be completely depicted related to communication skills, behavior, cognitive, daily living activities, motor activities and so on. It is not enough to just do observers, we also involve parents, fellow teachers who observe, so that we can formulate the right curriculum so that we do not overestimate or underestimate."

The initial test carried out on new students is not only a formality. The school actually conducts initial tests to screen student needs. Then the next step after screening, the school conducts a follow-up test that aims to formulate a planning matrix and as a reference to formulate the student curriculum, so that the curriculum used is really on target. In accordance with what was conveyed by Mrs. Vira as the Teacher Therapist of SLB Autisme River Kids, as follows:

"The first step we take is to conduct an initial screening assessment to formulate a planning matrix, then through the matrix planning a student curriculum is formulated. So that our teaching and learning process is in accordance with the planning matrix and curriculum that has been provided to each child. The planning matrix for each child is certainly different, so the curriculum is also different."

The above statement, it can be concluded that the first step in implementing the MI-based learning model is to determine the type of intelligence in students, through initial tests or Multiple Intelligence Research. After the results of the initial assessment and follow-up assessment are known, the teacher will make a planning matrix and then through the planning matrix the management will formulate a curriculum that is relevant to the results of the assessment and the existing matrix planning. Observations carried out by teachers aim to find out the changes in abilities possessed by children, these stages aim to support the implementation of MI and facilitate the learning process.

### **Conclusion**

The implementation of the Multiple Intelligence (MI) based learning model in the development of Islamic Religious Education (PAI) learning outcomes for Children with Special Needs (ABK) at SD Anak Saleh Malang and SLB Autisme River Kids showed positive and adaptive results to individual student needs. Teachers are able to identify the potential dominant intelligence of each student, such as musical, kinesthetic, visual-spatial, interpersonal, and intrapersonal intelligence, then apply them in varied and contextual learning strategies. The MI

model has been proven to be effective in increasing learning motivation, active student involvement, and understanding of Islamic values gradually. The application of flexible learning and centered on student strengths allows the process of internalizing PAI material to be more meaningful. The success of this implementation is highly determined by the creativity of teachers, the participation of an inclusive school environment, and the involvement of parents in supporting the learning process of students at home.

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