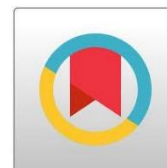


IMPLEMENTATION OF PAI LEARNING USING THE MULTIPLE INTELLIGENCES METHOD IN PRIMARY SCHOOLS, CAMBODIA

^{1*}Muhammad Amrullah

¹ Musa-Asiah Integrated Primary School, Cambodia



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ABSTRAK

Basic education as an initial compulsory education implemented by Tujuan Penelitian ini adalah sebagai berikut. Mengidentifikasi implementasi metode multiple intelligences dalam pembelajaran PAI di sekolah dasar. Menganalisis dampak metode multiple intelligences dalam meningkatkan hasil belajar PAI siswa sekolah dasar. Mengembangkan strategi implementasi metode multiple intelligences yang efektif dalam pembelajaran PAI di sekolah dasar. Penelitian ini menggunakan metode kualitatif dengan jenis penelitian lapangan, mengumpulkan data melalui wawancara mendalam dengan 11 informan (kepala sekolah, guru PAI, dan siswa) dan observasi partisipatif di kelas PAI, untuk memahami implementasi metode multiple intelligences dalam pembelajaran PAI di Sekolah Rendah Musa Asiyah Kamboja. Implementasi metode Multiple Intelligences dalam PAI di Sekolah Rendah Musa Asiyah Kamboja menunjukkan hasil positif dalam mengembangkan kecerdasan siswa secara holistik. Metode ini meningkatkan minat dan motivasi siswa, mengembangkan kecerdasan verbal, logis, visual, kinestetik, musikal, interpersonal, intrapersonal, dan naturalis, serta membuat pembelajaran PAI lebih personal dan bermakna. Evaluasi autentik digunakan untuk menilai kemampuan siswa secara holistik. Hasil penelitian ini membuktikan bahwa metode multiple intelligences efektif dalam meningkatkan hasil belajar PAI siswa sekolah dasar. Pengembangan strategi implementasi metode ini meliputi menggunakan variasi strategi pembelajaran, mengintegrasikan nilai-nilai PAI, menggunakan evaluasi autentik, dan mengembangkan lingkungan belajar yang kondusif

KEYWORD:

Implementation of Islamic Education Learning, Multiple Intelligence Method, Elementary School Students

ABSTRACT

The objectives of this study are as follows. Identifying the implementation of the multiple intelligences method in Islamic Religious Education learning in elementary schools. Analyzing the impact of the multiple intelligences method in improving Islamic Religious Education learning outcomes of elementary school students. Developing an effective strategy for implementing the multiple intelligences method in Islamic Religious Education learning in elementary schools. This study uses a qualitative method with a field research type, collecting data through in-depth interviews with 11 informants (principals, Islamic Religious Education teachers, and students) and participant observation in Islamic Religious Education classes, to understand the implementation of the multiple intelligences method in Islamic

¹Corresponding author email: muhammadamru@gmail.com

Religious Education learning at Musa Asiyah Elementary School, Cambodia. The implementation of the Multiple Intelligences method in Islamic Religious Education at Musa Asiah Elementary School, Cambodia shows positive results in developing students' intelligence holistically. This method increases students' interest and motivation, develops verbal, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence, and makes Islamic Religious Education learning more personal and meaningful. Authentic evaluation is used to assess students' abilities holistically. The results of this study prove that the multiple intelligences method is effective in improving Islamic Religious Education learning outcomes for elementary school students. The development of strategies for implementing this method includes using a variety of learning strategies, integrating Islamic Religious Education values, using authentic evaluation, and developing a conducive learning environment.

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1. Introduction

Discussion of the theme of implementing Islamic Religious Education learning using the multiple intelligences method in elementary schools is very important because it can help improve the quality of Islamic Religious Education learning that is more effective and enjoyable for students (Maharani, R., Marsigit, M., & Wijaya, 2020). Teachers by understanding and accommodating students' dominant intelligences can develop learning strategies that suit the individual needs of students, thereby increasing student interest and learning outcomes (No Title Goyibova, N., Muslimov, N., Sabirova, G., Kadirova, N., & Samatova, 2025). In addition, the implementation of the multiple intelligences method can also help students develop their potential and intelligence holistically, so that they become more balanced and noble individuals (Afnan, M. Z., Puspitawati, R. P., & Isnawati, 2025).

The phenomenon of Islamic Religious Education (PAI) learning in Cambodia shows differences in approaches and learning outcomes. Some schools in the Cham region of Cambodia still use conventional learning methods that focus on memorization and lectures, making them less effective in increasing student understanding and interest (Thy, S., & Ann, R. Pen, S., & Khek, 2023). This may be due to a lack of trained teachers and adequate learning facilities.

Islamic Religious Education (PAI) learning from a multiple intelligences perspective can be more effective if it is tailored to students' dominant intelligences. For example, students with linguistic intelligence can learn through text and discussion, while students with spatial intelligence can learn through images and diagrams (Del Cerro Velázquez, F., & Morales Méndez,

2021). Teachers who understand and accommodate students' dominant intelligences can improve student interest and learning outcomes (Lameras, P., & Arnab, 2021). Therefore, teacher training is needed to develop learning strategies that are appropriate to multiple intelligences and improve the quality of Islamic Religious Education (PAI) learning in Indonesia (Rahmawati, N. N., Katni, K., & Rokhmawati, 2024).

Previous research that discusses the theme of the Implementation of Islamic Religious Education Learning Using the Multiple Intelligences Method in Elementary Schools includes the following. First, Rahmah et al.'s research on the influence of the Multiple Intelligences learning method on improving children's critical thinking skills shows that multiple intelligences-based learning can improve children's critical thinking skills, but does not have a significant contribution to improving children's critical thinking skills (Rahmah, L., Setiono, S., & Ramdhan, 2023). Second, research entitled "The Concept of Multiple Intelligence Learning in Social Studies Education in Elementary Schools" discusses the concept of multiple intelligence learning in social studies education in elementary schools (Sukitman, 2016). Third, entitled "Implementation of Islamic Religious Education Learning Innovation Based on Multiple Intelligences in Vocational High Schools" shows that the implementation of Islamic Religious Education learning innovation based on multiple intelligences can improve student motivation and learning outcomes (Ramayanti, A., Qomaruzzaman, B., & Zaqiah, 2023). Different from the three studies above, the novelty of the research on "Implementation of Islamic Religious Education Learning Using the Multiple Intelligences Method in Elementary Schools" is its focus on the implementation of the multiple intelligences method in Islamic Religious Education learning in elementary schools, which has not been widely researched before. This research can contribute to the development of more effective and enjoyable Islamic Religious Education learning strategies for elementary school students.

The objectives of this research are as follows: Identifying the implementation of the multiple intelligences method in Islamic Religious Education (PAI) learning in elementary schools. Analyzing the impact of the multiple intelligences method in improving Islamic Religious Education (PAI) learning outcomes of elementary school students. Developing an effective strategy for implementing the multiple intelligences method in Islamic Religious Education (PAI) learning in elementary schools.

2. Method

This study uses a qualitative research method with the type of Field Research (Katni, K., Sumarni, S., & Muslim, 2022) to understand the implementation of Islamic Religious Education learning using the multiple intelligences method at Musa Asiyah Elementary School in Cambodia. This study aims to obtain in-depth and contextual data about the experiences and perceptions of principals, teachers, and students related to the implementation of the multiple intelligences method in Islamic Religious Education learning. Data Collection Techniques. Research data were collected through in-depth interviews (Katni, K., Pramesty, E. S., & Tajab, 2025) with 11 informants, consisting of the principal, Islamic Religious Education teachers, and 5th and 6th grade students at Musa Asiyah Elementary School in Cambodia. Informants were selected using a purposive sampling technique (Rabbanie, M. D., Katni, K., & Fadil, 2022), with the criteria of having experience and knowledge relevant to the research topic. Interviews were conducted face-to-face, recorded, and transcribed verbatim for data analysis. In addition, researchers also conducted participatory observations in Islamic Education classes to obtain additional data on the implementation of the multiple intelligences method.

3. Result and Discussion

Result

a. Implementation of the Multiple Intelligences Method in Islamic Religious Education Learning in Elementary Schools

Based on the results of an interview with teacher at the institution, the implementation of the Multiple Intelligences (MI) method in Islamic Religious Education at Musa Asiah Elementary School in Cambodia is carried out by recognizing and developing various student intelligences (verbal, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalist) through various strategies such as singing (musical), role playing (kinesthetic, interpersonal), storytelling (verbal), making art projects (visual), group discussions (interpersonal), and self-reflection (intrapersonal). Islamic Religious Education learning can be more personalized and relevant to students' needs and interests.

The multiple intelligences method is used to develop students' intelligence. According to teachers, the multiple intelligences method allows students to develop their intelligence holistically, not only focusing on the cognitive aspect. Verbal intelligence can be developed through storytelling, reading, and writing activities, while logical intelligence can be developed through problem-solving and analysis activities. Visual intelligence can be developed through

activities such as creating art projects, diagrams, and graphs, while kinesthetic intelligence can be developed through role-playing and simulation activities.

Based on the results of the researcher's observations, learning strategies in implementing the multiple intelligences method in elementary school students. Islamic Religious Education teachers can use various learning strategies to develop students' intelligence, such as singing Islamic Religious Education songs, role-playing as Islamic Religious Education figures, telling Islamic Religious Education stories, making art projects about Islamic Religious Education values, and group discussions on Islamic Religious Education topics. These strategies can make Islamic Religious Education learning more interesting and meaningful for students.

Authentic Evaluation in Islamic Religious Education (PAI) Learning Using Multiple Intelligences Methods. Authentic evaluation is an essential part of implementing multiple intelligences methods in elementary school Islamic Religious Education (PAI) learning. Islamic Religious Education (PAI) teachers can use various forms of evaluation, such as oral, written, project, and portfolio assessments, to holistically assess student abilities. Authentic evaluation can help teachers better understand student abilities and make adjustments in learning.

According to statements from several students of this institution, the benefits of implementing the multiple intelligences method in student learning at the Musa Asiah Elementary School. Implementing the MI method in Islamic Religious Education can have various benefits, such as increasing student interest and motivation, developing students' intelligence holistically, and making Islamic Religious Education learning more personal and meaningful. Students can become more active and involved in learning, and develop Islamic Religious Education values in their daily lives.

b. The Impact of the Multiple Intelligences Method in Improving Islamic Religious Education Learning Outcomes of Elementary School Students

According to teachers there, the multiple intelligences method has proven effective in improving Islamic Religious Education (PAI) learning outcomes for elementary school students. Teachers, by recognizing and developing students' diverse intelligences using the multiple intelligences method, can make Islamic Religious Education (PAI) learning more personalized and relevant to their needs and interests. This can increase students' motivation and interest in learning PAI, thereby improving their learning outcomes.

The multiple intelligences method can help students develop their intelligence and abilities holistically. Ustadzah Aminas explained that verbal, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence can be developed through various learning strategies tailored to their needs and interests. Students can become more confident and able to face the challenges of learning Islamic Religious Education (PAI).

Increasing student participation and activity. The multiple intelligences method can increase student participation and activity in Islamic Religious Education (PAI) learning. Students can engage in various activities that align with their intelligence and interests, such as singing, role-playing, storytelling, art projects, and group discussions. This can make Islamic Religious Education learning more engaging and meaningful for students.

Improving Islamic Religious Education (PAI) learning outcomes. The multiple intelligences method can improve elementary school students' Islamic Religious Education (PAI) learning outcomes. Teachers, by holistically developing students' intelligence and abilities using the multiple intelligences method, can help students better understand Islamic Religious Education (PAI) concepts. Students' Islamic Religious Education (PAI) learning outcomes can also improve because they are more motivated and engaged in learning.

Improving the Quality of Islamic Religious Education (PAI) Learning. The MI method can improve the quality of Islamic Religious Education (PAI) learning in elementary schools. Islamic Religious Education (PAI) teachers can use various learning strategies tailored to students' needs and interests, making Islamic Religious Education (PAI) learning more effective and meaningful. Students can become more confident and able to face challenges in learning Islamic Religious Education, as well as develop Islamic Religious Education (PAI) values in their daily lives.

c. Development of Multiple Intelligences Method Implementation Strategy

To develop effective strategies for implementing the Multiple Intelligences method in Islamic Religious Education (PAI) learning in elementary schools, teachers need to understand students' needs and interests. Based on the results of the interview with Ustadz Salam, teachers can conduct observations and interviews with students to determine their intelligence and interests so that they can develop learning strategies that are appropriate to their needs and interests. Developing strategies for implementing the Multiple Intelligences method can be done as follows.

1) Using a Variety of Learning Strategies

Islamic Religious Education teachers can use a variety of learning strategies to develop students' intelligence, such as singing, role-playing, storytelling, art projects, and group discussions. These strategies can make Islamic Religious Education learning more engaging and meaningful for students. Teachers can also use information and communication technology (ICT) to make Islamic Religious Education learning more interactive and engaging.

2) Integrating PAI Values

Islamic Religious Education teachers can integrate Islamic Religious Education values into multiple intelligences learning strategies. For example, teachers can use Islamic Religious Education stories to develop verbal intelligence, or use Islamic Religious Education songs to develop musical intelligence. By taking these steps, teachers can help students better understand Islamic Religious Education values and apply them in their daily lives.

3) Using Authentic Evaluation

Islamic Religious Education teachers can use authentic assessments to holistically assess students' abilities. Authentic assessments can take the form of projects, presentations, or portfolios that demonstrate students' abilities in developing Islamic Religious Education intelligence and values. Through these steps, teachers can better understand students' abilities and make adjustments to their learning.

4) Developing a Conducive Learning Environment

Islamic Religious Education teachers can develop a conducive learning environment to support the implementation of the multiple intelligences method. A conducive learning environment can include a comfortable, colorful, air-conditioned, clean, beautiful, and tidy classroom, with adequate resources and a positive atmosphere. A conducive learning environment makes students feel comfortable, happy, and calm while learning, which is expected to support better learning outcomes.

Discussion

a. Implementation of the Multiple Intelligences Method in Islamic Religious Education Learning in Elementary Schools

The multiple intelligences method can be used to develop students' intelligence. The multiple intelligences method allows students to develop their intelligence holistically (Katni, 2015), not only focusing on the cognitive aspect. Verbal intelligence can be developed through

storytelling, reading, and writing activities, while logical intelligence can be developed through problem-solving and analysis activities. Visual intelligence can be developed through activities such as creating art projects, diagrams, and graphs, while kinesthetic intelligence can be developed through role-playing and simulation activities.

This is relevant to Gardner's statement. The Multiple Intelligences method is a learning approach developed by Howard Gardner in 1983. This theory emphasizes that each individual possesses diverse and unique intelligences, not just cognitive intelligence (Katni, 2024). This method allows students to develop their intelligence holistically, not just focusing on the cognitive aspect.

According to Gardner, there are eight types of (Ferrero, M., Vadillo, M. A., & Leon, 2021), namely: 1) Linguistic Intelligence: the ability to use language effectively, can be developed through storytelling, reading, and writing activities; 2) Logical-Mathematical Intelligence: the ability to think logically and analytically, can be developed through problem-solving and analysis activities; 3) Visual-Spatial Intelligence: the ability to visualize and manipulate objects in space, can be developed through activities making art projects, diagrams, and graphs; 4) Bodily-Kinesthetic Intelligence: the ability to use the body skillfully, can be developed through role-playing and simulation activities; 5) Musical Intelligence: the ability to understand and create music; 6) Interpersonal Intelligence: the ability to understand and interact with others; 7) Intrapersonal Intelligence: the ability to understand oneself; 8) Naturalist Intelligence: the ability to recognize and understand nature.

Teachers using this method can develop learning strategies tailored to students' needs and interests, enabling them to develop their intelligence holistically. This approach can improve student learning outcomes.

Islamic Religious Education teachers can use various learning strategies to develop students' intelligence, such as singing Islamic Religious Education songs, role-playing Islamic Religious Education characters, telling Islamic Religious Education stories, creating art projects about Islamic Religious Education values, and conducting group discussions on Islamic Religious Education topics. These strategies can make Islamic Religious Education learning more interesting and meaningful for students.

Islamic Religious Education teachers can use various learning strategies to develop students' intelligence (Lubis, H. S., Lubis, S. A., & Daulay, 2024), as stated by the learning strategy theory. According to this theory, effective learning strategies are strategies that can make students active and involved in the learning process (Goyibova, N., Muslimov, N., Sabirova, G., Kadirova, N., & Samatova, 2025). Singing Islamic Religious Education songs,

role-playing as Islamic Religious Education characters, telling Islamic Religious Education stories, making art projects about Islamic Religious Education values, and group discussions on Islamic Religious Education topics are examples of learning strategies that can make students active and involved in the learning process.

Islamic Religious Education teachers using these strategies can make Islamic Religious Education learning more engaging and meaningful for students. According to contextual learning theory, meaningful learning is learning that connects learned concepts to students' experiences and life contexts (Hwang, W. Y., Hariyanti, U., Chen, N. S., & Purba, 2023). These strategies can help students understand Islamic Religious Education values in the context of everyday life and develop their intelligence holistically.

b. The Impact of the Multiple Intelligences Method in Improving Islamic Religious Education Learning Outcomes of Elementary School Students

The impact of the multiple intelligences method in improving PAI learning outcomes for elementary school students is as follows: 1) Increasing student intelligence and abilities; 2) Increasing student participation and activity; 3) Improving PAI learning outcomes; 4) Improving the quality of PAI learning.

The impact of the multiple intelligences method in improving Islamic Religious Education (PAI) learning outcomes for elementary school students can be explained by relevant learning theories. According to constructivist learning theory, students who are active and involved in the learning process will have better learning outcomes (Almulla, 2023). The multiple intelligences method allows students to develop their intelligence and abilities holistically, thereby improving Islamic Religious Education (PAI) learning outcomes.

Previous research has also shown that the multiple intelligences method can improve student learning outcomes. A study conducted by Shu et al. showed that students taught using the multiple intelligences method had better learning outcomes than students taught using traditional methods (Shu, X., & Gu, 2023). This is because the multiple intelligences method allows students to develop their intelligence and abilities holistically, thereby increasing motivation and interest in learning.

The impact of the multiple intelligences method in improving the quality of Islamic Religious Education (PAI) learning can also be explained by relevant learning theory. According to contextual learning theory, meaningful learning is learning that connects learned concepts to students' experiences and life contexts (Bryce, T. G. K., & Blown, 2024). The multiple intelligences method allows teachers to develop learning strategies tailored to students'

needs and interests, thereby improving the quality of Islamic Religious Education (PAI) learning.

c. Development of Multiple Intelligences Method Implementation Strategy

The development of strategies for implementing the Multiple Intelligences method is as follows: 1) Using a variety of learning strategies; 2) Integrating Islamic Religious Education (PAI) values; 3) Using authentic evaluation; 4) Developing a conducive learning environment.

The development of strategies for implementing the multiple intelligences method can be explained by relevant learning theories. According to constructivist learning theory, students who are active and engaged in the learning process will have better learning outcomes (Prayogi, A., Katni, K., Laksana, S. D., & Apriyani, 2023). Using a variety of learning strategies, such as singing, role-playing, and group discussions, can enable students to develop their intelligence and abilities holistically.

Previous research has also shown that integrating Islamic Religious Education (PAI) values into learning strategies can improve student learning outcomes. One study showed that students taught using multiple intelligences methods integrated with Islamic Religious Education (PAI) values achieved better learning outcomes than those taught using traditional methods (Supriatna, U., Trinova, Z., Anantadjaya, S. P., & Dewi, 2021). This is because Islamic Religious Education (PAI) values can provide context and meaning to learning, thereby increasing motivation and interest in learning.

Using authentic evaluation and developing a conducive learning environment can also improve student learning outcomes. Meaningful learning is learning that connects learned concepts to students' experiences and life contexts (Dewi, M. L., Katni, K., & Wulandari, 2024). Authentic evaluation allows teachers to assess students' abilities holistically, while a conducive learning environment can help students feel comfortable and motivated to learn.

4. Conclusion

1. conclusion

The implementation of the multiple intelligences method in Islamic Religious Education (PAI) at Musa Asiah Elementary School in Cambodia has shown positive results in developing students' intelligence holistically. Teachers, using various learning strategies, such as singing, role-playing, storytelling, making art projects, and group discussions, can help students develop verbal, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. Authentic evaluation is also used to assess students' abilities holistically, so teachers

can better understand students' abilities and make adjustments in learning. The results of this study indicate that the implementation of the MI method can increase student interest and motivation, develop students' intelligence holistically, and make Islamic Religious Education learning more personal and meaningful.

The Multiple Intelligences method has been proven effective in improving Islamic Religious Education (PAI) learning outcomes in elementary school students by recognizing and developing students' diverse intelligences, making PAI learning more personalized and relevant to their needs and interests. This increases students' motivation and interest in learning PAI, thus improving their learning outcomes. This method also helps students develop their intelligence and abilities holistically, increases student participation and activity, and improves the quality of PAI learning. Therefore, implementing the Multiple Intelligences method can be an effective solution to improve PAI learning outcomes in elementary school students.

The development of strategies for implementing the Multiple Intelligences method is as follows: 1) Using a variety of learning strategies; 2) Integrating Islamic Religious Education (PAI) values; 3) Using authentic evaluation; 4) Developing a conducive learning environment.

2. Recommendation

Parents' motivations for choosing Al-Azhar Islamic School in Cirebon City are complex. Each parent has a variety of motivations, some of which were not captured in the research instrument. Therefore, future researchers are strongly advised to identify indicators of parents' motivations for choosing Al-Azhar Islamic School in Cirebon City to further inform the instrument.

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