

Implementation Of Multiple Intelligence-Based Character Education To Madrasah Ibtidaiyah Teachers In Gorontalo City

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Abstract: This article aims to describe: (1) the application of intellectual intelligence-based character education to MI teachers in Gorontalo City, (2) the application of emotional intelligence-based character education to MI teachers in Gorontalo City, and (3) the application of spiritual intelligence-based character education to teachers MI in Gorontalo City. The research method uses a quantitative approach to the type of percentage. The subjects of this study were 30 madrasah ibtidaiyah teachers in the city of Gorontalo. Data collection techniques using questionnaires, observation, and documentation. Data analysis techniques using percentage techniques. The results showed: (1) the application of intellectual intelligence-based character education to MI teachers in Gorontalo City was in good enough criteria, (2) the application of emotional intelligence-based character education to MI teachers in Gorontalo City was in good criteria and (3) application of spiritual intelligence-based character education to MI teachers in Gorontalo City with very good criteria. This shows that the application of multiple intelligence-based character education to primary school teachers in the city of Gorontalo is in good criteria.

Keywords: character education, multiple intelligence

INTRODUCTION

Education occupies an important position in improving the quality of quality human resources in the framework of educating the nation's life as stated in the preamble of the 1945 Constitution. Education is also directly related to the purpose of life and the lives of individuals and communities that provide education. One important component of the education system is the teaching staff. Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service.

Teachers as one of the important components in an education must be able to create meaningful creative learning so that it can be well received by students. In order for the meaning of each lesson to be well received by each student, the teacher must adapt the learning material to the potential of the students. Every human being is indeed created with various potentials and characteristics, one of which is intelligence. Every human being has different abilities and intelligence. Therefore, as an educator must be able to create learning that can be well received by each student.

Teachers as an important element in schools are required to be able to optimize all their intelligence, both intellectual, emotional and spiritual so that it can have a better impact on the development of students' potential. Therefore, teachers are required to be able to understand, analyze and manage various activities in order to realize character education effectively in schools. School performance in character education is an achievement produced by academic processes and/or activities that can be measured through the quality, productivity, and efficiency of achieving educational programs and goals in schools. Therefore, the main factor that must be prioritized by schools in realizing their performance is their ability to produce intellectually, emotionally and spiritually intelligent human resources for all school members. because students with various uniqueness and advantages are endowed with various intelligence potentials.

Character education will be carried out effectively if there is strengthening and revitalization of the role of educational institutions. Role revitalization is aimed at strengthening the duties and functions of school principals, teachers, supervisors and school stakeholders. The educational process must be carried out holistically and not carried out partially. For this reason, changing the paradigm of thinking is important for every element of education providers, especially teachers as educators in schools where the learning process and student learning outcomes are not only determined by the school, pattern, structure and content of the curriculum, but are largely determined by the teacher. Teachers who master competence and have good character will be able to turn on a good learning process in the classroom so that students are enthusiastic about participating in the teaching and learning process (Oemar, 2003).

Character can be interpreted as a relatively stable personal trait in an individual which is the basis for the appearance of behavior in high standards of values and norms. Character is the attitude and personality of a person who is believed to be good and manifests in his behavior as a person which makes him have a reputation as a good person.

Intellectual Intelligence

Intellectual intelligence/Intelligence Quotient (IQ) is a basic intelligence related to cognitive processes, learning (intellectual intelligence) tends to use mathematical-logical and language abilities, in general it only develops cognitive abilities (writing, reading, memorizing, calculating and answering). This intelligence is known as rational intelligence because it uses the potential of ratios in solving problems. Assessment of intelligence can be done through a test or examination of memory, reasoning power, mastery of vocabulary, accuracy of calculations, and whether or not it is easy to analyze data. With the exam it can be seen the level of one's intellectual intelligence.

Masaong (2018) suggests the characteristics of intellectual intelligence which are formulated in indicators of character education based on multiple intelligences as the ability to think and act appropriately and learn from experience to utilize verbal-linguistic, logical-mathematical, visual-spatial potential, memory skills. and the ability to solve problems (reasoning) in integrating their intelligence potential optimally.

Emotional Intelligence

Emotional intelligence / Emotional Quotients (EQ) or commonly is an ability to listen to emotional whispers and make it a very important source of information to understand oneself and others in order to achieve a goal. EQ is a deeper part of the neo-cortex brain which is found in the layer of the limbic system (middle layer). In this midbrain lies the controller of our emotions and feelings.

Emotional intelligence requires observing feelings to learn to recognize, appreciate feelings in oneself and others and respond appropriately, apply emotional energy effectively in everyday life. The emotional intelligence possessed by a person influences his performance. The application of emotional intelligence in performance will provide prominent results in work (Sulistiyowati and Setyawan, 2007).

Emotional intelligence can be seen from two domains, namely: first the domain of personal skills which includes self-awareness, self-regulation and motivation; both domains of social skills which include; empathy and social skills, (Masaong and Tilome, 2011). Furthermore, Masaong (2018) put forward indicators of emotional intelligence, namely; self-awareness, self-confidence, utilizing internal potential (energy), visionary, courage (courage) and building relationships.

Spiritual Intelligence

Spiritual intelligence is soul intelligence, namely a new level of intelligence that is based on an inner part that is related to wisdom outside the ego or conscious soul, which helps heal and build the human self as a whole, with which humans not only recognize existing values, but more creative in discovering new values, also being able to balance meanings and values and placing life in a better context (Masaong and Tilome, 2011).

Mantu A., Masaong, & Asrin (2018) spiritual intelligence is a basic individual ability, in the form of rational thinking intelligence to analyze and assess various issues related to values, behavior and mental qualities related to spiritual religion. Teachers must have spiritual intelligence to complement their intellectual intelligence and emotional intelligence.

According to Wahab and Umiarso (2011) spiritual intelligence is an intelligence that exists in every human being from birth which makes humans live a meaningful life, always listens to the voice of their conscience, never feels in vain, everything they live is always valuable. Furthermore, Masaong (2018) put forward several indicators of spiritual intelligence-based character education, namely; faith that is natural, trustworthy, high integrity, wise and prudent, and has a sense of love.

RESEARCH METHODS

The research was conducted at Madrasah Ibtidaiyah in Gorontalo City which are spread over 6 schools namely: MIM Superior Gorontalo City, MI Integrated Al Ishlah, MI Al Huda, MI Al Yusra, MI Darul Mubin, and MIM Dembe. This research uses a quantitative approach to percentage types. Subjects in this study amounted to 30 teachers. The research instrument used was a questionnaire (questionnaire). The analysis technique uses a descriptive presentation in the form of a frequency table with the following formula (Sugiyono, 2022).

$$p = \frac{fx}{n} 100\%$$

Information :

P = percentage

f = Frequency

n = Number of Respondents

100 = Fixed Number

To classify used analytical techniques as follows:

$$Pr = \frac{SA}{SI} x 100\%$$

Where :

Pr = Percentage of Research Results

SA = Actual Score, which is the total score obtained by the respondent

SI = Ideal score, namely the maximum number of scores

100% = The difference between the maximum and minimum scores

RESEARCH RESULT

Intellectual Intelligence Based Teacher Character

Indicators of character education based on intellectual intelligence as the ability to think and act appropriately and learn from experience to take advantage of potential, namely; verbal-linguistic, logical-mathematical, visual-spatial, memory and problem-solving skills.

The results showed: (1) verbal-linguistic indicators which include: being proficient in speaking, skilled at capturing information through words, having a large vocabulary, reading and writing fast, and critical and creative thinking processes are in the good category with a percentage of 81%; (2) logical-mathematical indicators which include: great curiosity, logical argumentation,

guessing something (hypothesis), analytical systematic thinking, easy understanding of cause and effect, and being able to solve problems logically are in the good category with a percentage of 80%; (3) visual-spatial indicators which include: analytical skills. Imaginative, sensitive to (colors, lines, planes, space and buildings), enjoys drawing and painting, creatively creating something more meaningful, and accepting other people's thoughts are in the unfavorable category with a percentage of 79%; (4) indicators of the ability to remember (memory) which include: sharp memory, and systematic are in the category of less good with a percentage of 78%; (5) the ability to solve problems (reasoning) which includes: being able to conclude, and being able to solve problems is in the good category with a percentage of 81%.

Thus the results of research on intellectual intelligence-based teacher character at Madrasah Ibtidaiyah in the city of Gorontalo are in the good category with an average percentage of 80%.

Teacher Character Based on Emotional Intelligence

Character education indicators based on emotional intelligence namely; self-awareness, self-confidence, utilizing internal potential (energy), visionary, courage (courage) and building relationships.

The results showed: (1) self-awareness which includes: understanding one's own emotions and the emotions of others, assessing oneself accurately, and recognizing feelings that can interfere with tasks is in the good category with a percentage of 84%; (2) self-confidence which includes: having a superior spirit, full of confidence, highly committed, initiative, having integrity, and high motivation is in the good category with a percentage of 82%; (3) utilizing internal potential (energy) which includes: working quickly without rushing, strong will to succeed, prioritizing one's own strengths, overcoming inhibiting weaknesses, and promising to excel in the good category with a percentage of 87%; (4) visionary which includes: be a leader, hold vision with heart, align actions with vision (dreams), keep looking to the future, face tasks (life) with full confidence, and hang hopes/aspirations as high as the sky in the good category with a percentage of 87%; (5) guts (courage) which includes: don't back down from a challenge, make difficulties a friend, no job (life) without risk, strong in facing change, and having a strong will is in the very good category with a percentage of 91%; and (6) building relationships which include: being able to work in teams, adaptable, empathetic, mutual respect (tolerance), have many friends, often become leaders of their friends, are good at reconciling conflicts, are able to listen to other people, and easily understand points of view other people are in the good category with a percentage of 87%.

Thus the results of research on teacher character based on emotional intelligence at Madrasah Ibtidaiyah in the city of Gorontalo are in the good category with an average percentage of 86%.

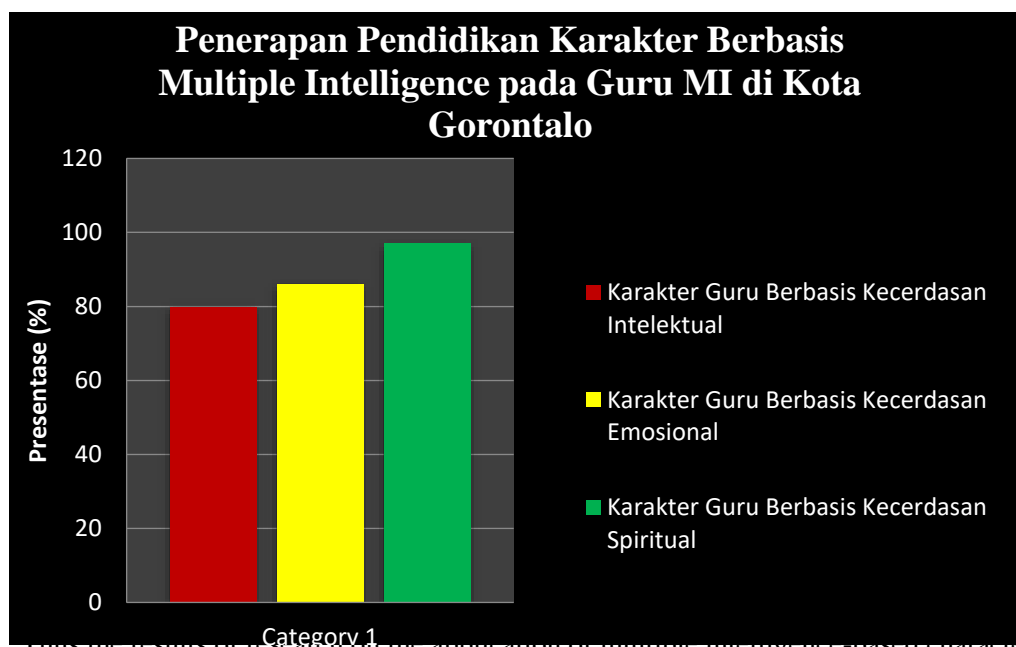
Spiritual Intelligence Based Teacher Character

Spiritual intelligence-based character education indicators namely; faith that is natural, trustworthy, high integrity, wise and prudent, and has a sense of love.

The results of the study show: (1) natural faith which includes: earnest piety, realizing the power of the Almighty Allah (God), believing everything happens because of His will, believing in success because of His help, making assignments a form of worship, diligently praying, and upholding the 5 daily prayers are in the very good category with a percentage of 98%; (2) trust which includes: sincere intentions, working wholeheartedly, being transparent and accountable, admitting mistakes/weaknesses, and keeping promises/oaths is in the very good category with a percentage of 97%; (3) high integrity which includes: honest, trusted by others, sincere to work, patient, and easily grateful are in the very good category with a percentage of 98%; (4) wise and prudent which includes: exemplary, humble, kind, compassionate, and caring are in the very good category with a percentage of 96%; and (5) having a sense of love which includes: love for Allah, love for the Prophet, love for parents, love for fellow humans, love for the country, and love for the environment are in the very good category with a percentage of 97%.

Thus the results of research on teacher character based on spiritual intelligence at Madrasah Ibtidaiyah in the city of Gorontalo are in the very good category with an average percentage of 97%.

Based on the results of the research, it shows that the application of multiple intelligence-based character education to MI teachers in Gorontalo City can be described in the following diagram.



Thus the results of research on the application of multiple intelligence-based character education to teachers

DISCUSSION

Intellectual Intelligence Based Teacher Character

Based on the results of research related to the intellectual intelligence of Madrasah Ibtidaiyah teachers in the city of Gorontalo with indicators: verbal-linguistic, mathematical-logical, visual-spatial, memory and reasoning abilities are in the good category with an average score 80% presentation. This shows that the teacher has good intellectual intelligence in shaping the character of students.

In line with these findings, Masaong and Tilomi (2011) suggest that intellectual intelligence is the ability to think and act appropriately and learn from experience to respond well as the right voter, liaison, problem solver, negotiator, protector, healer and builder of synergy in manage school resources effectively and efficiently.

Teacher Character Based on Emotional Intelligence

Based on the results of the study, it was shown that the average emotional intelligence of Madrasah Ibtidaiyah teachers in the city of Gorontalo was in the good category with an average presentation score of 86% with indicators: self-awareness, self-confidence, utilizing internal potential (energy), visionary, guts (courage)) and build relationships. This shows that a well-controlled teacher's emotional intelligence will affect his performance and motivation at work.

This finding is in line with the results of previous research conducted by Trihandini (2005) that emotional intelligence has a significantly positive effect on employee performance. Specifically that a teacher needs good emotional intelligence because the educational organizational environment will interact with many people both inside and outside the school. A teacher's emotional intelligence is a determining factor for the success of a teacher's performance because by having emotional intelligence a teacher is able to control all his ego and desires and is able to understand other people or co-workers fellow teachers so as to create a dynamic working environment.

Spiritual Intelligence Based Teacher Character

Based on the results of the study, it was shown that the average spiritual intelligence of Madrasah Ibtidaiyah teachers in the city of Gorontalo was at a very good level with an average presentation score of 97% with indicators: natural faith, trustworthiness, high integrity, wisdom and wisdom, and having a sense of love . This shows that teachers who have good spiritual intelligence will work solely because of Allah SWT.

The findings of this study are in line with the results of previous research conducted by Supriyanto (2012) that employees with good spiritual intelligence will foster a high sense of responsibility. Increased spiritual intelligence will have an impact on better performance. Good spiritual intelligence will provide convenience to employees in carrying out their

profession in a meaningful way, especially those related to service because by having spiritual intelligence, the behavior and behavior of employees will automatically be controlled and avoid disgraceful acts.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that: (1) the intellectual intelligence of Madrasah Ibtidaiyah teachers in Gorontalo city is in the good category, (2) the emotional intelligence of Madrasah Ibtidaiyah teachers in Gorontalo city is in the good category, and (3) the spiritual intelligence of Madrasah teachers Ibtidaiyah in the city of Gorontalo is in the very good category. Thus the results of research on the implementation of multiple intelligence-based character education for MI teachers in Gorontalo City are in the good category.

SUGGESTION

Based on the research results, it is suggested to: (1) school principals to always motivate teachers and provide opportunities for teachers to develop intellectual and emotional intelligence, and (2) Teachers are expected to always hone their abilities by developing their intellectual and emotional intelligence in building their own character. which will have an impact on the character of students.

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