



Thematic Learning in the Independent Curriculum in Elementary Schools Based on the Islamic Montessori Method for Multiple Intelligence

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Abstrak

Dewasa ini, budaya pelabelan siswa pintar dan siswa bodoh merupakan label yang sedari dahulu telah terbentuk di lingkungan dunia pendidikan di Indonesia. Padahal telah dan dipertegas oleh berbagai ahli yang ada bahwa corak karakteristik kecerdasan setiap peserta didik itu adalah berbeda-beda antara satu dengan yang lainnya. Oleh karena itu, penelitian ini mencoba menginovasikan pembelajaran tematik pada kurikulum merdeka berdasarkan metode Islamic Montessori for Multiple Intelligence di sekolah dasar. Penelitian ini menggunakan metode library research di mana data primer dan sekunder bersumber dari buku, jurnal, majalah yang terdapat secara cetak ataupun digital. Adapun hasil dari pembahasan ini adalah menghasilkan rumusan kegiatan berbentuk folding clothes atau mengancing baju untuk ranah Islamic Studies, hand wash untuk ranah practical life, matching picture with zone untuk ranah sensorial, match words untuk ranah language, match the number untuk ranah mathematic, match fruit with picture untuk ranah culture, dan menggambar atau ecobrik untuk ranah art & craft. Beragam rumusan pembelajaran ini merupakan bentuk pengembangan pembelajaran tematik hidup bersih berbasis metode Islamic Montessori for Multiple Intelligence yang bisa diterapkan dan diaplikasikan oleh seorang guru dalam proses aktivitas mengajar di sekolah. Dengan beragam bentuk aktivitas belajar yang dikembangkan ini, maka pembelajaran akan berjalan lebih holistik dan sesuai dengan karakteristik potensi dari masing-masing peserta didik. Rumusan aktivitas pembelajaran ini nantinya dapat diterapkan untuk pembelajaran anak-anak usia dini di sekolah dasar.

Kata kunci: Kecerdasan Majemuk, Islamic Montessori for Multiple Intelligence, Tematik Hidup Bersih

Abstract

Recently, the practice of categorizing intelligent students and unintelligent students is a deeply ingrained phenomenon within the realm of education in Indonesia. Indeed, multiple specialists have verified that the attributes of intelligence vary among individual students. Hence, this study aims to revolutionize theme education in primary schools by implementing an autonomous curriculum that is rooted in the Islamic Montessori for Multiple Intelligence approach. This study employs the library research methodology, utilizing primary and secondary data derived from printed or digital sources such as books, journals, and magazines. The outcome of this discussion is to generate a set of activities for different domains of learning. These activities include folding clothes or buttoning clothes for the Islamic Studies domain, hand washing for the practical life domain, matching pictures with zones for the sensorial domain, matching words for the language domain, matching numbers for the mathematical domain, matching fruit with pictures for the cultural realm, and drawing or creating ecobricks for the arts & crafts realm. These diverse educational approaches involve the creation of a curriculum centered around the Islamic Montessori for Multiple Intelligence method, with the aim of promoting a healthy and virtuous lifestyle. These methods can be effectively utilized by teachers during classroom instruction. Through the development of diverse learning activities, education will be conducted in a more comprehensive manner, tailored to the individual traits and capabilities of each student. This approach to designing educational activities can thereafter be implemented in the instruction of young children in primary schools.

Keywords: Multiple Intelligence, Islamic Montessori for Multiple Intelligence, Clean Living Thematic

History:

Received : August 03, 2023

Accepted : March 20, 2024

Published : April 25, 2024

Publisher: Undiksha Press

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1. INTRODUCTION

Student's failure in learning is not due to a lack of quality learning facilities provided by the school. Instead, it is caused by the school's actions in suppressing the unique intellectual potential of each individual student. (Astuti et al., 2018; Manggus et al., 2023; Wijaya, 2023). This is achieved by implementing the traditional classical learning model, which remains the primary framework for educators in contemporary instruction. Several

scholars highlight that the exclusive reliance on traditional approaches can detrimentally affect students' learning outcomes unless complemented with innovative methods (Anwar et al., 2022; Rizqy et al., 2021). Despite the explanations provided by professionals regarding the adverse effects of relying on traditional approaches, it is a truth that teachers still choose to use conventional methods for classroom instruction. In the domains of religious, historical, mathematical, and artistic education, traditional approaches continue to play a significant role in facilitating the learning process (Putri et al., 2018; Rokhmah, 2019). Are educators in Indonesia unaware of the ongoing global digital advancement? In current digital age, there is a wide range of accessible knowledge. However, why doesn't a teacher endeavor to cultivate their own creativity? In order to thrive in the contemporary era of digital advancement, a teacher must actively engage in innovative endeavors. In his writings, Previous study frequently emphasizes to academics the importance of addressing and utilizing the classical learning model in a judicious manner in order to avoid the emergence of negative assumptions in the current day (Ardiana, 2022). Insisting on solely employing conventional methods in the educational process might stifle the immense potential that kids possess.

Despite some progress, educators primarily emphasize limited dimensions of intelligence in their teaching methods, despite a growing trend towards more innovative approaches. Consequently, the researcher chooses to further explore the Islamic Montessori concept multiple intelligence with the intention of incorporating into autonomous curriculum for learning. The Islamic Montessori method is an educational approach that incorporates the principles of the multiple intelligence theory, while adhering to Islamic principles in the learning process (Gumiandari et al., 2019; Saha & Adhikari, 2023). This aligns with the prevailing educational ethos in Indonesia, where the Muslim majority aspires to attain the state of being a flawless human being, known as "*insan kamil*" (Wijaya et al., 2023).

The Islamic Montessori method is an educational approach that emphasizes seven distinct realms of learning, encompassing Islamic studies, practical life, sensorial, language, mathematics, culture, art & craft (Behnamnia et al., 2020; Gumiandari et al., 2019). The SD/MI education level was selected due to the fact that kids are currently in a critical period in their development. This project aims to establish a thematic learning approach in primary schools that promotes clean living. The approach will be developed by integrating the ideas of the Islamic Montessori method, which caters to different intelligences. This research is an advancement of previous studies undertaken (Ansari & Sujarwo, 2022; Mardi, 2019; Novianti & Supriyono, 2018). Several scholars have attempted to implement diverse and inventive pedagogical approaches in teaching lessons on clean living within the autonomous curriculum (Fadila & Taufik, 2023; Nuralifah et al., 2023). Regrettably, these technologies are still incapable of accessing all the areas of potential intellect that students may possess. Building upon this foundation, the researcher chose to explore the notion of Islamic Montessori for the development of multiple intelligences, with the intention of incorporating it into an autonomous curriculum. The uniqueness of this research, in comparison to prior studies, lies in the researchers' dedication to developing a thematic learning approach to promote clean living. They have achieved this by utilizing the Islamic Montessori method, which caters to multiple intelligences. The outcome is a comprehensive learning formula that addresses all the potential intelligences of the students. Studying this is crucial because every education stakeholder desires pupils to succeed in their learning, while schools often rely on traditional techniques (Caballero et al., 2022; Thuneberg et al., 2018).

The primary objective of this research is to develop a themed clean living learning approach using the Islamic montessori for multiple intelligence echnique that caters to many intelligences. The objective of this project is to develop a structured approach to incorporate clean living principles into education. This approach will consist of seven engaging and enjoyable learning activities that align with the various cognitive abilities of students.

Implementing these seven activity formulations during the instruction of clean living thematic material in comprehensive learning will significantly enhance the development of each student's potential intelligence and make the learning experience joyful.

2. METHODS

This research was conducted and developed using the Systematic Literature Review (SLR) methodology. This systematic literature review (SLR) aims to analyze, ascertain, assess, and interpret a range of prior studies conducted by professionals in the field. The primary sources for this research can be categorized into two groups: literature that explores the concept of Islamic Montessori methods works and scholarly works and reference materials on clean living thematic education (Zahira, 2019). Additionally, there are various sources that have been previously researched and are relevant to the topic of learning to live a clean lifestyle. Researchers employ documentation procedures to gather diverse primary and secondary data essential for their research (Montessori, 2016; Tanjung et al., 2022). The research employs data analysis approaches such as data reduction, data display, and concluding with making conclusions. A multitude of article references pertaining to the thematic learning theme of clean living are gathered from diverse indexing sources, including DOAJ, Sinta, Google Scholar, and others. The author utilizes the assistance of the Publish or Perish software to gather reference articles pertaining to the study under investigation. The collected papers were subsequently discarded, organized, and a subset of publications that were pertinent to the research environment were chosen. Upon doing a thorough analysis and excluding multiple existing publications, the researchers identified 30 articles that investigated the concept of adopting a clean lifestyle. They utilized this data to develop a more extensive learning framework.

3. RESULTS AND DISCUSSION

Results

Multiple prior investigations have substantiated that employing traditional approaches without concurrent innovation endeavors might be quite perilous. Compelling students to do this will result in academic underachievement during classroom instruction. Following the data search phase, the researchers identified 30 articles that explored the topic of thematic learning related to clean living. Subsequently, they categorized these articles based on their different Montessori intelligence focus. To enhance comprehension, refer to [Table 1](#).

Table 1. Clean Living Learning and the Classification of Its Montessori Aspects

No	Montessori Intelligence Focus Learning	Article
1	Art & Craft	(Ramadhani & Setyaningtyas, 2021), (Marsofely & Setiawan, 2023), (Ansari & Sujarwo, 2022), (Hartati et al., 2023), (Lestariningsih & Ambardini, 2022), (Krisdianto et al., 2020), (Hidayati et al., 2023), (Hasugian, 2022)
2	Islamic Studies	(Eva et al., 2020)
3	Practical Life	(Novianti & Supriyono, 2018), (Makniyah & Eltiffia, 2022), (Widyaningrum, 2021), (Setyowati et al., 2020), (Andiani, 2023)
4	Sensorial	(Larira et al., 2021), (Christina & Wibowo, 2023)
5	Language	(Hartati et al., 2023), (Armariena et al., 2023), (Maswah & Utaminingsih, 2018), (Indriani, 2020)

No	Montessori Intelligence Focus Learning	Article
6	Mathematic	(Mardi, 2019), (Imawati et al., 2019), (Wardhana & Alawiyah, 2021), (Novianti & Supriyono, 2018), (Ayu, 2023), (Andreas & Faisal, 2021), (Desyawati et al., 2021)
7	Culture	(Aksa et al., 2022), (Nurhasanah et al., 2016)

Based on extensive research undertaken by professionals, prior researchers have developed many ways of learning. Regrettably, these studies are now constrained to categorizing only a few aspects of students' intellect and have not yet achieved a thorough coverage of all areas of intelligence. Consequently, the learning approaches developed by prior studies solely address a singular aspect of Montessori intelligence among kids. This effort aims to address the existing research gap identified by the author.

There is a requirement to develop a curriculum on clean living that can effectively address all areas of students' multiple intelligences in a more comprehensive manner. This is done exclusively to address issues that are of concern. This study presents a systematic approach to promoting clean living across seven different dimensions, encompassing all aspects of human intellect. The seven methods of formulating learning activities include folding or buttoning clothes for the Islamic Studies domain, hand washing for the practical life domain, matching pictures with zones for the sensorial domain, matching words for the language domain, matching numbers for the mathematical domain, matching fruit with pictures for the realm of culture, and drawing or creating eco bricks for the realm of arts & crafts.

Learning in Islamic Studies Realm

Within this educational realm, educators have the ability to craft instructional experiences by using interactive learning exercises that promote students' comprehension of cleanliness and organization, all while infusing an element of enjoyment. Folding involves the act of neatly arranging and creasing fabric items such as clothing, t-shirts, and blankets. This activity helps promote the development of children's motor skills while also teaching them about cleanliness (Field & Temple, 2017; Meilati et al., 2021). The folding clothing activity aims to cultivate a child's habit of maintaining cleanliness by encouraging them to organize their own garments. Amidst educational endeavors, it is imperative for a teacher to conscientiously elucidate the significance of upholding cleanliness from an Islamic religious standpoint to students, while underscoring that cleanliness is an integral component of faith. Here is a learning activity related to clean living in Islamic studies that a teacher might implement as show in Figure 1.



Figure 1. Activity of Clothes Folding

Learning in Practical Life Domain

Within the domain of practical life education, students acquire knowledge and skills pertaining to a wide range of daily tasks (Day et al., 2019; Vatansever & Ahmetoğlu, 2019). An instructor might create instructional activities centered on hand washing to impart practical knowledge to pupils regarding hygiene practices in their everyday lives. This hand washing activity aims to acquaint children with the precise and accurate technique of hand washing, as well as emphasize the importance of cleanliness. The primary objective of this learning activity is to promote the importance of maintaining a hygienic lifestyle by engaging in everyday tasks within the context of practical living. Activity of washing hand is show in Figure 2.



Figure 2. Activity of Washing Hand

Sensory Learning Domain

Sensory learning is an educational practice that emphasizes the stimulation of children's five senses, including olfaction, tactile perception, auditory perception, gustation, and vision (Schonleber, 2021; Sheromova et al., 2020). Within this domain, an instructor has the ability to create educational exercises that include associating images with specific areas. This educational exercise aims to engage a child's five senses in order to promote an understanding of the importance of cleanliness. The activity involves matching photos that depict clean living to the corresponding letters of the alphabet, as show in Figure 3.



Figure 3. Visualization of the Activity in Matching the Item Name with the Alphabet Zone

Language Learning Domain

The learning activities in the language domain primarily focus on developing children's language skills through the use of games (Caballero et al., 2022; Demirbaş & Şahin, 2022). A practitioner in this field can facilitate educational exercises by employing word associations that correspond to the topics explored in the classroom. Students will be invited to engage in activities where they will pair photographs of clean living materials with corresponding letters of the alphabet to form a statement that accurately represents the presented picture. This educational exercise will enhance students' linguistic abilities while instilling in them the need of acquiring knowledge about maintaining a hygienic and healthy lifestyle. Activity of matching the alphabet letters is show in Figure 4.



Figure 4. Activity of Matching the Alphabet Letters with the Words According to the Items Picture

Mathematic Learning Domain

When engaging in mathematics learning activities, it is crucial to understand that mathematics encompasses more than just identifying numbers and performing counting tasks. The field of mathematics has a wide range of applications and concepts (Aristawati & Budiyanto, 2017; Gumiandari et al., 2019). Within this educational arena, the learning activity that can be conducted takes the shape of a numerical matching exercise. This task requires students to tally the quantity of teeth based on the available visual media and enhances students' mathematical proficiency in numerical manipulation. Simultaneously, an educator elucidated the notion of upholding oral hygiene, which should be imparted to students as a means of disseminating knowledge about maintaining a sanitary lifestyle. Visualization of learning material is show in Figure 5.

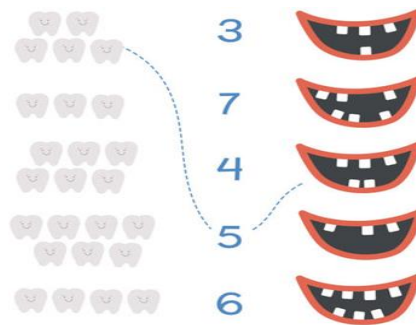


Figure 5. Visualization of Learning Material Design by Matching the Numbers with the Amount of Teeth and Realizing the Cause of Dental Cavity

Cultural Learning Domain

Education under the domain of culture encompasses topics such as fauna, produce, topography, chronicles, societal traditions, and the global sphere (Phillips, 2022). Within this educational domain, learning activities encompass the introduction of nutritious fruits for bodily intake, as well as the practice of maintaining cleanliness after consuming those fruits through the matching of fruit images. Teaching kids about nutritious and clean meals can be achieved through this activity, as cleanliness directly contributes to good health. Students will be prompted to match fruits based on the provided photo zones. During breaks from learning, educators also impart knowledge to pupils regarding the significance of consuming fruit and upholding cleanliness in the aftermath of eating fruit, which exemplifies the worth of cultivating a hygienic lifestyle. Matching the fruits with the picture and realizing the biodiversity surroundings is show in [Figure 6](#).

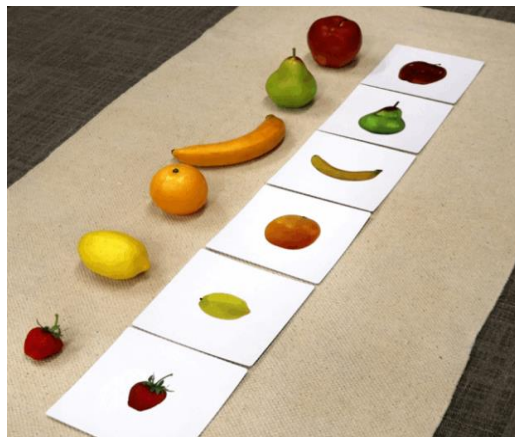


Figure 6. Matching the Fruits with the Picture and Realizing the Biodiversity Surroundings

Art & Craft Learning Domain

Arts and crafts activities encompass endeavors that seek to stimulate an individual's artistic inclination and refine their fine motor abilities (Bourgeois & Brush, 2021; Millatina et al., 2022). Learning activities in this field can involve engaging in painting or drawing utilizing picture books or similar artistic mediums. The subjects that pupils depict pertain to the hygiene and tidiness of the surrounding surroundings. Educators have the option to actively encourage pupils to engage in recycling waste and embellish it in a visually pleasing manner utilizing the ecobrick technique. This activity aims to foster students' artistic inclination and enhance their comprehension of the significance of environmental hygiene as an integral aspect of a wholesome lifestyle, through the creation of diverse artworks by the students. Visualization of learning activity is show in [Figure 7](#).



Figure 7. Visualization of Learning Activity by Drawing and Making Eco Brick for Understanding the Clean-Living Value by Considering the Environment Cleanliness

Discussion

The aforementioned learning activities represent a method of enhancing and advancing clean living thematic learning activities, which are rooted in Islamic Montessori for multiple intelligence principles, catering to a diverse range of individuals. This learning activity design allows for a shift from a teacher-centered approach to a more balanced teacher- and student-centered approach, hence enabling the incorporation of clean living thematic learning activities (Ashar et al., 2022; Mertasari & Yudana, 2022). This innovative learning activity design will generate seven distinct sorts of learning activities that educators can employ when teaching clean living concepts in primary schools. These seven inventive designs for educational activities will enhance the diverse intellectual capabilities of each student to achieve optimal development (Aksa et al., 2022; Nurhasanah et al., 2016).

The outcomes of this study will enhance the advancement of the education field through theoretical and conceptual investigations on innovative designs in clean living thematic learning activities. These activities will be based on the Islamic Montessori approach and will cater to multiple intelligences (Aksa et al., 2022; Nurhasanah et al., 2016). This research will explore unexplored territory in this area. The aim is for the findings of this study to serve as a guide for researchers and educators in developing innovative self-directed curriculum focused on promoting a healthy lifestyle. Additional themes can be derived from the conceptual foundation of this research, not limited to the issue of learning to live cleanly (Imawati et al., 2019; Mardi, 2019; Wardhana & Alawiyah, 2021). The findings of this study, in comparison to prior research, will unveil a novel aspect of designing learning activities that thoroughly encompasses all dimensions of students' multiple intelligences.

The shortcoming of the studies that have been carried out by earlier researchers is that the learning design is less thorough in reaching all areas of intelligence held by pupils. This research aims to develop a novel approach for creating educational activities focused on clean living themes that may cater to students of all levels (Ayu, 2023; Novianti & Supriyono, 2018). This will undoubtedly enhance the innovation of learning and comprehensively engage all facets of students' intellectual ability.

The different iterations of learning activities in research are novel practices that can be immediately used by an educator in the classroom. Apart from that, the formulation of learning activities based on Islamic Montessori principles provides the basis for studies for stakeholders in the world of education to construct and develop learning activities with various themes and disciplines (Andrean & Faisal, 2021; Desyawati et al., 2021). By employing this approach, an instructor can generate a diverse range of enjoyable learning tasks that effectively engage students' many intelligences in a comprehensive manner.

The findings of the aforementioned study can be further refined and enhanced to align with the specific requirements and goals of the desired educational outcomes. This research is still far from being flawless. An inherent limitation of this research lies in its narrow focus on the topic of acquiring knowledge about maintaining a hygienic lifestyle. In the future, it is imperative to conduct field testing to assess the impact of implementing this innovative clean living thematic learning approach. Hence, future researchers can utilize the discoveries of this study to enhance the understanding of other educational topics in a more intricate and all-encompassing manner.

4. CONCLUSION

The Islamic Montessori program is the intention of integrating Islamic principles and methods into the educational activities. The Islamic Montessori method incorporates the notion of many intelligences, as introduced by Howard Gardner and his colleagues. Thus, using the Islamic Montessori approach allows for the optimal growth and development of

pupils' distinct intelligences, in accordance with their individual potential. The Clean Living thematic learning innovation, which is grounded in the Islamic Montessori method, will generate learning activities that encompass various domains. These activities include folding clothes or buttoning clothes for the Islamic Studies domain, hand washing for the practical life domain, matching pictures with zones for the sensorial domain, matching words for the language domain, matching numbers for the mathematical domain, matching fruits with pictures for the cultural domain, and engaging in drawing or creating ecobricks for the arts & crafts domain.

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