

# IMPLEMENTATION OF THE MULTIPLE INTELLIGENCE APPROACH IN QUR'ANIC MEMORIZATION LEARNING: Analysis of Strategies and Students Social Interaction Patterns

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## How to Cite:

Rangkuti, C., Ependi, R., Tumiran, T., Rahma, R. (2024). Implementation of The Multiple Intelligence Approach in Qur'anic Memorization Learning: Analysis of Strategies and Students Social Interaction Patterns. *Fitrah: Journal of Islamic Education*, 5(2), 201-217. <https://doi.org/10.53802/fitrah.v5i2.1131>.

## ABSTRACT

Memorizing the Qur'an often faces challenges related to the diversity of students' learning styles. Each individual has a different way of learning, which is caused by differences in intelligence types. Therefore, an approach that accommodates this diversity of intelligence is important in learning, one of which is the Multiple Intelligences approach developed by Howard Gardner. This approach emphasizes that every individual possesses various types of intelligence that can be optimized, such as linguistic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. This study aims to analyze the implementation of the Multiple Intelligences approach in Qur'an memorization learning, focusing on the potential application, strategies, and challenges faced in its implementation. The method used is a qualitative case study approach, with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the application of learning strategies tailored to students' dominant intelligences has a positive impact on improving Quran memorization. The implications of this study suggest that the Multiple Intelligences approach can enhance Quran memorization outcomes and students' learning motivation, consistent with Howard Gardner's theory of Multiple Intelligences.

## KEYWORDS:

Learning Strategies, Multiple Intelligence, Qur'anic Memorization

## ABSTRAK

Pembelajaran hafalan Al-Qur'an sering menghadapi tantangan terkait dengan keberagaman gaya belajar siswa. Setiap individu memiliki cara belajar yang berbeda, yang disebabkan oleh perbedaan jenis kecerdasan. Oleh karena itu, pendekatan yang mengakomodasi keberagaman kecerdasan ini menjadi penting dalam pembelajaran, salah satunya adalah pendekatan Multiple Intelligences yang dikembangkan oleh Howard Gardner. Pendekatan ini menekankan bahwa setiap individu memiliki berbagai jenis kecerdasan yang dapat dioptimalkan, seperti kecerdasan linguistik, musikal, interpersonal, dan intrapersonal. Penelitian ini bertujuan untuk menganalisis implementasi pendekatan Multiple Intelligences dalam pembelajaran hafalan Al-Qur'an, dengan fokus pada potensi penerapan, strategi, dan tantangan yang dihadapi dalam implementasinya. Metode yang digunakan adalah pendekatan kualitatif berbasis studi kasus, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan strategi pembelajaran yang disesuaikan dengan kecerdasan dominan siswa memberikan dampak positif terhadap peningkatan daya hafal Al-Qur'an. Implikasi penelitian ini menunjukkan bahwa pendekatan Multiple Intelligences dapat meningkatkan hasil hafalan Al-Qur'an dan motivasi belajar siswa. Sejalan dengan teori Multiple Intelligences yang dikemukakan oleh Howard Gardner.

## KATA KUNCI:

Strategi Pembelajaran, Kecerdasan Majemuk, Hafalan Al-Qur'an

## INTRODUCTION

Education has a very important role in developing human potential, both intellectually, emotionally, and spiritually (Rangkuti, 2019). In the context of Islamic education, especially in SMA Swasta Ar Rahman Medan, the Qur'an memorization program is one of the main activities that aims to shape the character of students who are not only academically intelligent but also deep in terms of spirituality. As an Islamic educational institution that focuses on teaching religion, especially in terms of memorizing the Qur'an, this school is strongly committed to producing young people who not only master science but also understand and practice Islamic teachings in their daily lives. One of the main challenges in the Qur'an memorization process is how to present an effective learning method that can be accepted by each individual, given their different characteristics and abilities.

To improve the effectiveness of tahfiz learning, conventional methods are often insufficient to meet the needs of every student. Given the variety of learning styles possessed by students, it is important to implement a more inclusive learning model that can accommodate all students' potential intelligence. This is in accordance with Howard Gardner's view (2024) that human intelligence is not limited to one cognitive dimension, but includes various aspects that support each other. Gardner argues that each individual has different intelligences, and this must be considered in designing

effective learning strategies. One approach that can be applied in learning to memorize the Qur'an is the Multiple Intelligence theory, which offers the view that human intelligence consists of various dimensions, such as musical, kinesthetic, intrapersonal, interpersonal, logical-mathematical, visual-spatial, existential, and naturalist intelligence. Therefore, this approach is very relevant to be applied in learning tahfiz at SMA Swasta Ar Rahman Medan, considering that the students have various learning styles and different intelligences.

The application of Multiple Intelligences in education has been widely applied to accommodate students' different learning styles. Armstrong (1994, 2009) in his book *Multiple Intelligences in the Classroom* states that education that pays attention to different forms of intelligence can increase students' engagement in the learning process, strengthen their understanding, and foster higher motivation. The application of this theory in education can create a more inclusive space, where students with different intelligences can develop according to their individual strengths. Armstrong emphasizes that by giving students the opportunity to learn in a way that suits their dominant intelligence type, the learning process becomes more meaningful and enjoyable. This opens up opportunities to develop learning methods that are more adaptive to the needs of each student (Nurhidayati, 2015; Rohman et al., 2022; Shearer, 2018).

This study aims to analyze the application and challenges in the implementation of Multiple Intelligence-based strategies in learning to memorize the Qur'an at Ar Rahman Private High School in Medan. The main focus of this research is to explore the different varieties of Multiple Intelligence-based strategies applied in memorization learning, as well as analyzing students' social interaction patterns in memorizing the Qur'an with this approach. In addition, this study also aims to identify the challenges faced by teachers in implementing Multiple Intelligence-based strategies in learning to memorize the Qur'an.

This research will provide a deeper understanding of how the theory of Multiple Intelligences can be applied in the context of memorization learning at SMA Swasta Ar Rahman Medan. By focusing on the various strategies used, this study aims to analyze how the Multiple Intelligence approach can be utilized to accelerate and facilitate the Qur'an memorization process, as well as how social interaction between students can be influenced by this approach. In addition, this study will explore the challenges faced by teachers in implementing this strategy and how these challenges can be overcome to achieve more effective learning objectives.

This research is different from previous studies that mostly discuss the application of Multiple Intelligence in general education or at the basic education level. The main focus of this research is the application of Multiple

Intelligence theory in learning Quran memorization at Ar Rahman Private High School in Medan, which is rarely used as an object of study in the literature. Research by Husna et al.(2020) and Bustomi & Laeli(2021) discussed Islamic education based on Multiple Intelligence, but did not examine its application in learning tahfiz, especially at the secondary level. Research by Lubis et al. (2024) and Rangkuti et al. (2023b) although discussing Multiple Intelligence, focuses more on the basic education level or evaluation of memorization methods, without discussing direct application in Qur'an memorization at the high school level.

This research fills the gap by analyzing the variety of Multiple Intelligence-based strategies applied in learning to memorize the Qur'an in high school. The focus of this research is on how the Multiple Intelligence approach can be adapted to students' intelligence in memorization learning and the challenges faced in its implementation. In contrast to previous studies that focused more on evaluation or application in general, this research offers a more in-depth and contextual application to Qur'an memorization learning at the secondary level. By exploring the application of Multiple Intelligence in the Qur'an memorization process, this study also examines how students' social interaction patterns are affected by the approach, as well as the challenges faced by teachers in implementing it. This research provides a new understanding of the effectiveness of Multiple Intelligence-based

strategies in improving the quality of memorization learning in high school.

The main contribution of this research is to offer an alternative learning methodology that is more inclusive and adaptive for Islamic education in Indonesia, especially in Qur'anic learning. By understanding the different intelligences of students, educators can design more personalized and effective learning approaches. This research is expected to provide new insights for educators in Islamic schools to pay more attention to the diversity of student intelligence in the tahfiz learning process, as well as provide practical recommendations for optimizing learning methods that suit student characteristics.

In addition, this research also contributes to the development of curriculum and teaching methods at SMA Swasta Ar Rahman Medan. By applying Multiple Intelligence-based strategies in learning to memorize the Qur'an, it is expected to create a more enjoyable and productive learning atmosphere, which in turn can improve the quality of students' memorization as well as their closeness to the Qur'an. A better understanding of students' intelligences will enable education to be more relevant, engaging, and strengthen students' emotional connection with the Qur'anic text.

Furthermore, this research is expected to make a significant contribution to the world of Islamic education more broadly. It will show how modern educational theories, such as

Multiple Intelligences, can be adapted to meet specific needs in the context of religious education. The results of this research will be very useful for educators and policy makers in designing more innovative and inclusive learning methods and creating learning environments that are more adaptive to students' characteristics and intelligences.

Thus, this research is expected to provide deeper insights into how the application of Multiple Intelligence-based strategies can change the way we understand and implement Qur'an memorization learning at the secondary school level. This research will also open up opportunities for further research in the field of Islamic education and inspire the development of more effective learning methods that suit the needs of students in various Islamic schools in Indonesia.

## **THEORY DESCRIPTION**

Education has a very important role in shaping human potential, both intellectually, emotionally, and spiritually. In the context of Islamic education, especially in the Qur'an memorization program, the learning process is not only limited to academic achievement, but also aims to develop students' spiritual quality. In SMA Swasta Ar Rahman Medan, the main challenge in learning tahfiz is how to present methods that can accommodate the different learning styles and intelligence of each individual. One of the relevant approaches to be applied in this context is the theory of Multiple

Intelligence proposed by Howard Gardner in 1983.

According to Gardner(2024), human intelligence is not limited to academic or cognitive intelligence alone, but includes many different types of intelligence, such as linguistic, logical-mathematical, musical, visual-spatial, kinesthetic, interpersonal, intrapersonal and naturalistic intelligence. In this theory, Gardner emphasizes that each individual has a different combination of intelligences, which affects how they perceive information and learn. Therefore, an approach that takes into account the diversity of students' intelligences is essential to create a more inclusive and well-rounded learning experience. This is particularly relevant in Qur'an memorization learning, where each student can memorize in a way that best suits their intelligence strengths.

Armstrong (2009) in his book *Multiple Intelligences in the Classroom* also states that education that considers various forms of intelligence can create a more inclusive space, where students with different intelligences can develop according to their individual potential. In the context of learning to memorize the Qur'an, this allows the application of methods that can adapt to the intelligence of students. For example, students with musical intelligence can memorize through rhythm or melody, while students with kinesthetic intelligence can use body movements in the memorization process. This approach will increase students' engagement in the learning process, as they can

learn in a way that is more enjoyable and more in line with their intelligence characteristics (Manshuruddin et al., 2019).

Experts also emphasize that the application of Multiple Intelligences in education can increase student motivation. According to them, students who learn according to their learning style will be more engaged, feel valued, and motivated to achieve learning goals (Jalil, 2016; Shearer, 2018). This is important in learning tahfiz, because the process of memorizing the Qur'an can be challenging for students if there is no approach that suits their dominant intelligence. In addition, this intelligence-based approach also provides opportunities for students to develop their social intelligence through interaction in groups. Students with interpersonal intelligence can learn through group discussions or helping each other in the memorization process, thus improving the quality of their social relationships.

However, the implementation of this approach is also faced with several challenges. One of the main challenges faced by educators is how to recognize the dominant intelligence of each student. This requires careful observation and a deep understanding of students' learning styles. According to Berliana, difficulties in identifying and adapting teaching methods to students' intelligence can hinder the effectiveness of learning (Berliana & Atikah, 2023; Wijaya, 2023). In addition, limited resources and time are also obstacles in

implementing this approach. Educators need to design diverse methods and ensure that every student gets the opportunity to learn according to their intelligence.

Overall, the theory of Multiple Intelligences provides a strong foundation for designing more inclusive and adaptive learning, especially in Qur'anic memorization learning. With this approach, every student has the opportunity to learn in a way that suits their intelligence characteristics, which in turn can improve engagement, understanding and the quality of Qur'anic memorization. This approach supports the creation of a learning environment that is more enjoyable, effective, and relevant to the needs of each individual (Fauziah, 2018; Maarif & Sulistyanik, 2019).

## **METHODS**

This study uses a qualitative research method that aims to analyze the implementation of the Multiple Intelligence approach in learning to memorize the Qur'an at Ar Rahman Private High School in Medan. The qualitative approach was chosen because it provides an opportunity to deeply explore the subjective experiences of teachers and students and understand how the various strategies used can accelerate and facilitate the Qur'an memorization process. In addition, this research will also reveal how social interaction between students can be influenced by this approach in the context of learning.

The basis used in this research is a case study, in accordance with the approach

proposed by Robert K. Yin(2003). This case study research allows researchers to explore in detail the implementation of Multiple Intelligence-based strategies in learning to memorize the Qur'an, with the main focus on the strategies used by teachers and social interactions between students. This study aims to clearly describe how the approach is implemented in the field and how it impacts the process of memorizing the Qur'an as well as the interaction patterns of students in the learning context.

This research was conducted at Ar Rahman Private High School in Medan, which was chosen as the research location because it has a Quran memorization program that has been running and is the main focus in learning activities. This school also applies teaching methods that focus on developing students' intelligence, making it an ideal place to analyze the implementation of the Multiple Intelligence approach in the context of Islamic education.

The data sources in this study consist of two types, namely primary data and secondary data. Primary data was obtained through direct observation of the Quran memorization learning activities in the classroom, in-depth interviews with tahfiz teachers, as well as interviews with students who are actively participating in the tahfiz program. These interviews aimed to gain a deeper understanding of how teachers implement various strategies based on Multiple Intelligences and how students respond and interact in the learning process. Secondary data

was obtained from related documents such as lesson plans, student memorization evaluation records, and learning outcome reports.

The data collection technique is done by participatory observation, where the researcher is directly involved in the learning process to observe the implementation of the Multiple Intelligence-based learning strategy. In-depth interviews were conducted with teachers and students to explore their experiences regarding the implementation of this method. Documentation was also used to obtain additional information regarding the learning process, such as activity notes and student memorization evaluation results.

The data analysis technique in this study uses the Miles and Huberman interactive analysis model (2014), which consists of three main stages: data reduction, data presentation, and conclusion drawing. The collected data will be reduced to identify information relevant to the research focus, then presented in the form of descriptive narratives that describe the main findings of the analysis. Conclusions are drawn inductively, based on patterns that emerge from the analyzed data.

To maintain data validity, researchers used triangulation techniques. This technique is done by comparing data obtained from various sources, such as interviews, observations, and documentation. In addition, researchers also double-checked with informants to ensure the validity and accuracy of the data obtained. Thus, this research is expected to provide a

comprehensive picture of how the Multiple Intelligence approach is applied in learning to memorize the Qur'an, as well as how social interaction between students can affect success in memorizing the Qur'an at Ar Rahman Private High School Medan.

## RESULTS AND DISCUSSION

### Variety of strategies based on the Multiple Intelligence approach in learning to memorize the Qur'an

Based on the results of observations and in-depth interviews with teachers and students, it was found that this school has implemented various learning strategies tailored to the dominant intelligence of each student, which aims to facilitate and accelerate the process of memorizing the Al-Qur'an. This approach not only helps students in memorizing, but also enriches their understanding and spiritual experience. These strategies are in accordance with the theory of Multiple Intelligences developed by Howard Gardner(2024) , which suggests that every individual has intelligence in various dimensions, and effective learning approaches must consider the diversity of these intelligences.

One of the main strategies implemented at SMA Swasta Ar Rahman Medan is the use of musical intelligence-based techniques. For students with this intelligence, the school provides methods that involve hearing, such as listening to recitations of the Qur'an with certain rhythms and tones. Students are asked to repeat

memorization with certain melodies to help strengthen their memory. According to Armstrong (2009), the use of rhythm and melody can speed up the memorization process as musical intelligence allows individuals to recall information more easily through sound and rhythm. This approach proves effective, especially for students who have dominant musical intelligence, as they can associate memorization with pleasant aesthetic experiences, which makes the memorization process feel lighter and less monotonous. In addition, Gagne et al., (2005) also emphasize that involving music in learning improves memory and accelerates information processing in the brain, which is very relevant in the context of Qur'anic memorization.

In addition, for students with visual-spatial intelligence, SMA Swasta Ar Rahman Medan uses visualization as part of the learning strategy. Students with this intelligence are invited to use colored mushaf which makes it easier for them to understand and remember the memorized verses. In addition, students are also given the task of mapping the verses in the Mushaf or making pictures that represent the position of the verse on the Mushaf page. This is in accordance with Gardner's theory which states that visual-spatial intelligence allows individuals to organize and remember information through images and visualization (2024). The use of this visualization has proven to be very helpful for students in remembering Qur'anic verses, especially for those who have

difficulty memorizing long verses. In addition, Lazear (1992) also adds that visual-spatial intelligence helps one to think in terms of images and symbols, which makes visualization a very powerful technique in facilitating the learning process.

Students with kinesthetic intelligence, who prefer to learn by physical movement, are given the opportunity to memorize while moving, such as walking while repeating memorization or using hand movements to indicate parts of the verse. According to Gardner (2024), students with kinesthetic intelligence learn better by involving their bodies in the learning process. At SMA Swasta Ar Rahman Medan, this strategy has proven to be effective in helping students memorize Qur'anic verses, as they can tie memorization to physical activities that strengthen their memory. Mayer (2005) also suggests that learning experiences that involve physicality increase the processing of information in the brain, which in turn speeds up the recall of that information.

Another strategy is interpersonal intelligence-based learning, which involves learning in small groups (halaqah). Students are encouraged to correct each other and provide social support within the group to strengthen their memorization. Group discussions are also part of this strategy, where students correct mistakes together and motivate each other. Vygotsky (2015) argues that learning is a social process formed through interaction with others. At SMA Swasta Ar Rahman Medan, this

approach creates a supportive social environment where students can collaborate and learn together. This strategy is particularly beneficial for students with dominant interpersonal intelligence, as they tend to be more successful in learning that involves social interaction. Goleman (1996) also explains that emotional intelligence, which is closely related to interpersonal intelligence, plays an important role in increasing motivation and collaboration in the learning process.

For students with intrapersonal intelligence, SMA Swasta Ar Rahman Medan applies more reflective strategies that aim to foster self-awareness and personal growth. These students are encouraged to set individual goals for their memorization process, creating a clear framework for their progress. In addition to setting targets, they maintain a memorization journal, which serves as a tool to track their daily advancements and reflect on the challenges they encounter along the way. This reflective practice allows students to evaluate their personal journey, ensuring that they are making steady progress in a structured and mindful manner. Furthermore, students are encouraged to engage in self-reflection by contemplating the meaning of the verses they have memorized. This practice goes beyond just rote memorization; it helps students understand the deeper spiritual and moral lessons within the Qur'an. By reflecting on the verses' meanings, students not only enhance their comprehension of the text but also deepen their connection with it, making

the memorization process more profound and impactful. The reflective approach also strengthens their internal motivation, as students realize the significance of their memorization in personal and spiritual growth. This deeper connection with the text leads to a more sustainable and enriching learning process, as students feel that their efforts are contributing to something meaningful.

This approach aligns with the views of Pajares (2021), who asserts that intrapersonal intelligence is crucial for self-management and sustaining motivation throughout the learning process. In the context of tahfiz learning, this reflective strategy helps students internalize the Qur'anic teachings, allowing them to incorporate the values embedded in the verses into their daily lives. It is a way to ensure that the process of memorization is not merely an intellectual task, but a transformative spiritual experience. Overall, the application of the Multiple Intelligence approach in Qur'anic memorization at SMA Swasta Ar Rahman Medan has a significant positive impact on student engagement and motivation. By tailoring learning strategies to match the students' dominant intelligences, each student is able to learn in a way that aligns with their individual strengths. This approach not only improves memorization retention but also enriches the students' learning experience on both an academic and emotional level. The integration of various intelligences in the learning process suggests that the Multiple Intelligence-based

approach is an effective model for creating a more inclusive, adaptive, and enjoyable learning environment. As a result, students are not just memorizing the text; they are internalizing the moral and spiritual values of the Qur'an, making the learning experience far more meaningful and enriching. Moreover, the approach fosters a

sense of accomplishment and empowerment, encouraging students to continue their learning journey with a sense of purpose and fulfillment. (Ependi & Lubis, 2022; Siregar et al., 2023; Yunan et al., 2023). The research findings above are presented in tabular form as below:

**Table 1.** Learning Strategies for Memorizing the Qur'an Based on Multiple Intelligences

| No. | Type of Intelligence        | Learning Strategies for Memorizing the Qur'an  |
|-----|-----------------------------|--|
| 1   | Musical Intelligence        | Listening to the recitation of the Qur'an with a certain rhythm and tone.<br>Repeat memorization with melodies to facilitate recall.                           |
| 2   | Visual-Spatial Intelligence | Using colored Mushaf to clarify the memorized verses.<br>Mapping the verse on the mushaf page or using pictures to help remember the position of the verse.    |
| 3   | Kinesthetic Intelligence    | Memorize while moving, such as walking while repeating memorization or using hand movements.<br>Repeating memorization while using hand movements.             |
| 4   | Interpersonal Intelligence  | Learn in small groups (halaqah) to correct each other and provide social support.<br>Group discussion to reinforce memorization and correct mistakes together. |
| 5   | Intrapersonal Intelligence  | Set personal targets and keep a memorization journal.<br>Reflect on the meaning of the memorized verse to increase internal motivation and understanding.      |

**Social Interaction Patterns of Students Memorizing al-Qur'an with Multiple Intelligence Approach**

Based on the results of observations and interviews conducted in the field, this approach has proven to have a positive influence in shaping more dynamic patterns of social interaction among students. This study relates the results found with relevant theories, especially the theory of multiple intelligence proposed by Howard Gardner and the theory of social constructivism from Lev Vygotsky, in order to analyze more deeply how the pattern of

social interaction in the process of memorizing the Qur'an develops in the high school.

The theory of multiple intelligences states that human intelligence is not limited only to the cognitive aspect, but also includes various other intelligences such as linguistic, logical-mathematical, musical, kinesthetic, visual-spatial, interpersonal, intrapersonal, and naturalistic intelligences. In the context of memorizing the Qur'an, this approach allows students to develop a way of learning that suits their dominant intelligence. At SMA Swasta Ar Rahman Medan, students with linguistic intelligence, for example,

are more likely to use oral methods in memorizing, such as repeating Qur'anic verses or writing them down repeatedly. While students with musical intelligence tend to memorize by associating the verses with a certain melody or rhythm, which is proven to help them remember better (H. Gardner, 2024).

Students with kinesthetic and visual-spatial intelligence show different patterns of interaction, where they tend to use movement- or image-based methods to support memorization. Students with kinesthetic intelligence, for example, are more involved in groups that develop memorization techniques that involve body or hand movements, while students with visual-spatial intelligence use concept maps or images to visualize the relationships between the Qur'anic verses they are memorizing. This collaboration between students with different intelligences creates a more varied and in-depth social interaction, where they exchange techniques and provide support to each other (H. E. Gardner, 2000; H. Gardner & Hatch, 1989).

The pattern of social interaction between students at SMA Swasta Ar Rahman Medan is also influenced by the role of students who have high interpersonal intelligence. They become facilitators in memorization groups, lead discussions, provide encouragement, and help friends who are struggling. Students who have interpersonal intelligence show the ability to organize groups and create a fun and inclusive learning atmosphere (M Manshuruddin et al.,

2019). They are able to encourage their less motivated friends and make the memorization process more enjoyable. This is in line with Gardner's concept of the importance of interpersonal intelligence in building productive social relationships, which can enhance the overall learning process (H. E. Gardner, 2000).

The approach adopted by teachers also plays a major role in shaping students' social interaction patterns. Teachers who understand and apply multiple intelligence theory in their teaching will be able to create a more inclusive and supportive learning environment. At SMA Swasta Ar Rahman Medan, teachers not only teach Qur'an memorization material conventionally, but also provide a variety of methods that suit students' intelligence. Thus, students feel more valued and more motivated to participate in learning, as they are given the freedom to choose the way of learning that best suits their intelligence characteristics (Woolfolk Hoy, 2000).

Vygotsky's concept of social constructivism theory is also very relevant in explaining the pattern of social interaction that occurs in Qur'anic learning. Vygotsky emphasizes that knowledge is co-constructed through social interaction in a cultural and social context. In this case, students not only memorize Qur'anic verses individually, but also through collaboration with classmates and teachers. The Zone of Proximal Development concept introduced by Vygotsky suggests that students can develop their abilities further with

the help of others. In the context of learning to memorize the Qur'an, students who are more proficient in memorization can help their classmates who are struggling, and conversely, students who are having difficulty can learn from their more proficient friends. This social interaction helps accelerate the learning process and improve the quality of memorization (Bruner, 1984).

The pattern of social interaction that occurs in the classroom is not only limited to memorization activities, but also includes emotional support provided between students. Students who are more proficient in memorization often provide emotional support to classmates who are having difficulties. This creates a more supportive environment, where students feel comfortable to share learning experiences and techniques (M Manshuruddin et al., 2019; Manshuruddin Manshuruddin et al., 2021). With this sense of mutual support, students feel more motivated and helped in memorizing the Qur'an.

From the findings, it can be seen that the multiple intelligence approach in learning the Qur'an at SMA Swasta Ar Rahman Medan not only improves students' memorization outcomes, but also reinforces positive social interactions. This approach allows students to work together in groups by utilizing the strengths of each intelligence, creating an inclusive learning environment, and accelerating the memorization process through productive social interactions. In addition, teachers who act

as facilitators are able to support the creation of collaborative interaction patterns, which make students feel valued and motivated in learning. Thus, learning the Qur'an is not only a cognitive activity, but also a deep social experience (Rankuti et al., 2023b, 2023a).

### **Obstacles to the Implementation of Multiple Intelligences-Based Student Qur'an Memorization Learning Strategies**

In implementing the learning strategy for memorizing the Qur'an based on the multiple intelligences approach at SMA Swasta Ar Rahman Medan, both teachers and students face a number of obstacles that affect the effectiveness of the implementation of this strategy. Although the multiple intelligences approach introduced by Howard Gardner offers various ways to optimize students' potential in memorization, some challenges arise in the field that require special attention from the teachers and schools.

One of the main obstacles faced by teachers is the lack of understanding and training regarding the multiple intelligences approach in learning to memorize the Qur'an. Most teachers at SMA Swasta Ar Rahman Medan are still accustomed to traditional methods that focus more on verbal and repetitive memorization, without involving other intelligences such as musical, kinesthetic, or interpersonal intelligence. This makes it difficult for teachers to adapt learning strategies to each student's intelligence. In fact, the multiple

intelligences approach should involve various strategies that can adapt to the various types of intelligence of students, so that they can memorize more easily in a way that is more suitable for their learning style.

According to Gardner (1989), the multiple intelligences approach includes linguistic, logical-mathematical, musical, visual-spatial, kinesthetic, interpersonal, intrapersonal and naturalist intelligences. In the context of Qur'anic learning, the application of these intelligences requires more creativity in designing learning activities. However, this limited understanding often makes teachers hesitate in choosing the right method. Some teachers may also find it difficult to integrate methods that incorporate technology or visual media that can support visual-spatial or kinesthetic intelligence. This results in monotonous and uninteresting learning, especially for students who have certain intelligences that are not fully accommodated.

On the other hand, students also experience obstacles in the application of the multiple intelligences approach in learning to memorize the Qur'an. One of the problems that often arises is the different levels of readiness of students in adapting various learning methods. Some students feel more comfortable with traditional memorization methods that focus on verbal repetition, while others with musical or kinesthetic intelligences may find it difficult if not given the opportunity to memorize in a more interactive way. This shows the

importance of the teacher's role to better understand the characteristics and intelligence of each student in order to adjust the methods used.

In addition, some students also feel pressured by the expectation to master many memorization strategies at once, which can lead to frustration. Research by Armstrong (2009) shows that when students are not given the freedom to develop learning strategies that suit their strengths, they tend to feel inhibited in their learning process. Many students at SMA Swasta Ar Rahman Medan, especially those who do not fully understand the importance of the multiple intelligences approach, feel burdened by methods that involve physical activity or intense social interaction.

Another obstacle is the limited resources that support the implementation of the multiple intelligences approach. For example, the use of visual aids, music or technology in the classroom requires a lot of money. At SMA Swasta Ar Rahman Medan, despite the intention to develop this method, sometimes the limitations of learning aids make the implementation of the strategy less than optimal. In addition, the unpreparedness of technology facilities in schools is also one of the obstacles, especially in the use of interactive media that can support visual and musical intelligence.

Theories that support the multiple intelligences approach in education, such as that proposed by Gardner (2000), suggest that learning based on understanding individual

student intelligences is more effective in improving learning outcomes. However, this theory requires flexible adaptation and a deeper understanding of the various intelligences. Therefore, although the multiple intelligences approach is very relevant for learning to memorize the Qur'an, its application in the field, especially in SMA Swasta Ar Rahman Medan, must be adjusted to the existing conditions and limitations.

Overall, the constraints experienced by teachers and students in implementing multiple intelligences-based Qur'an memorization learning strategies at SMA Swasta Ar Rahman Medan indicate the need for more intensive training for teachers on the multiple intelligences approach as well as the provision of adequate resources to support more inclusive and diverse learning. Support from the school to provide facilities and teaching materials that can accommodate students' multiple intelligences is also very important in ensuring the successful implementation of this approach (Manshuruddin, Tumiran, Yunan, et al., 2021).

## **CONCLUSION**

The conclusion of this study is that the application of the Multiple Intelligence approach in learning to memorize the Qur'an at Ar Rahman Private High School Medan has a significant positive impact. Various learning strategies tailored to students' dominant intelligences, such as musical, visual-spatial, kinesthetic, interpersonal, and intrapersonal

intelligences, help speed up and facilitate the memorization process. For example, students with musical intelligence use melodies to memorize, while students with visual-spatial intelligence utilize visualization and images to support their memorization. This approach is supported by the theory proposed by Howard Gardner, which suggests that learning that considers multiple intelligences will be more effective. However, the implementation of this Multiple Intelligence approach faces several obstacles. Teachers are still accustomed to traditional methods that focus on verbal memorization, making it difficult to adapt strategies to other intelligences. In addition, differences in students' readiness to adapt new methods caused some students to find it difficult, especially for those who preferred traditional memorization methods. Limited resources, such as learning aids and supporting technology, are also a challenge in implementing Multiple Intelligence-based strategies. Nonetheless, the Multiple Intelligence approach increases student engagement in learning and creates a supportive social environment. Students feel more motivated because they can learn according to their dominant intelligence. Teachers who understand Multiple Intelligence can create a more inclusive and fun classroom, making the memorization process more meaningful. Overall, despite the challenges, the Multiple Intelligence approach proved effective in improving students' Qur'an memorization quality and enriching their learning experience.

The novelty of this study lies in the specific application of the Multiple Intelligence approach in the context of learning to memorize the Qur'an, which has not been explored in previous studies. The implications of this study support the Multiple Intelligence theory proposed by Howard Gardner, which emphasizes the importance of accommodating different types of intelligence in learning to improve learning outcomes and student engagement.

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