

Teaching Strategy for Catholic Religious Education Teachers in Class XI Multiple Intelligence-Based Learning at Budi Murni 2 Medan Catholic Private Senior High School

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ABSTRACT

The research aims to answer problems regarding implementation teaching strategy for catholic religious education teachers in class XI multiple intelligence-based learning at Budi Murni 2 Medan Catholic Private Senior High School. This study uses a descriptive qualitative approach. The subjects of this study are students of Class XI Budi Murni 2 Medan Catholic Private Senior High School. The informants specified in this study are 12 people consisting of catholic religious education students and teachers. The research is conducted during March and April 2023. Data analysis is carried out by reduction, display, and triangulation. The results of the study show that catholic religious education teachers at Budi Murni 2 Medan Catholic Private Senior High School have implemented appropriate teaching strategies in learning based on multiple intelligences. The suggestion of this research is that multiple intelligences can be used as a focus of teaching strategies for catholic religious education teachers in multiple intelligences-based learning at Budi Murni 2 Medan Catholic Private Senior High School

INTRODUCTION

Teaching strategies that focus on learning based on multiple intelligences are strategies that are made explicitly to help students grow their various intelligences while increasing the knowledge, attitudes, and abilities of students. The teaching strategy is a template for achieving a goal in the learning process. Teaching strategy as a template used by educators to streamline learning. So applying teaching strategies in learning based on multiple intelligences in catholic religious education can encourage the intelligence that stands out in students as optimally as possible and try to maintain other intelligences. This can help students to learn concepts or facts, procedures, explain their relationships, and apply them in everyday life.

In learning based on multiple intelligences, it generally aims to develop superior intelligence in students optimally. Teachers take an important role in the process of successful learning of their students. He is required to be competent in delivering his teaching material. As professional educators, teachers must know various types of teaching strategies to teach certain subject matter so that they can deliver lessons successfully and quickly according to the potentials of students. Therefore, approaches, strategies, methods, learning media, and underlying theories are concepts that must be prepared by the teacher.

Teaching strategy, providing effective, and efficient teaching to ensure students can understand the subject matter properly is the main goal of a teacher. In the context of multiple intelligence-based learning, appropriate teaching strategies can create quality students and help teachers understand their roles and responsibilities as educators who are able to manage talents and develop students' multiple intelligences.

LITERATURE REVIEW

The abilities or intelligence, abilities, strengths, and interests of students differ from one another. There are those who have talent in dancing, counting, speaking, exercising, and so on. This talent has been possessed since birth or is natural. Educators are advised to implement teaching strategies that pay attention to the diversity of intelligences to achieve quality educational goals. As explained by Gardner in the theory of multiple intelligences, there are nine types of intelligence which include language intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, intelligence kinesthetic, natural intelligence, social intelligence, emotional intelligence, and spiritual intelligence.

Intelligence can be interpreted as a natural skill or power possessed by humans since they are created but have not been managed ideally or optimally (Pihadhi, 2004). Meanwhile, according to Masni (2015) in his journal that intelligence is an ability that is still hidden in humans which has existed from within him from the start, if developed it will provide benefits within the individual. Religious education plays a crucial role in a planned and sustainable national education effort to improve the nation's understanding of life, as stated in the opening article and article 31 of the Constitution of the Republic of Indonesia. In the catholic religious education curriculum, for example, the aim of religious education is to develop the character of students who become graduates (Habeahan, 2022).

It is undeniable that teaching strategies in learning that focus on Multiple Intelligences are methods that can reach data through the nine paths of intelligence available to each student. This step can help teachers explore and advance the intelligence of students as stated by Kusniati in her research. The recommendation of the research results is that teaching strategies that focus on students' intelligence can be considered as innovation in society and become part of the wealth of local and national culture.

The teaching strategy for catholic religious education teachers in multiple intelligence-based learning at Budi Murni 2 Medan Catholic Private Senior High School is an approach that can access students' self-information through the nine types of intelligence possessed by each student. This approach helps teachers to develop and broaden students' intelligence.

The research aims to answer problems regarding implementation teaching strategy for catholic religious education teachers in class XI multiple intelligence-based learning at Budi Murni 2 Medan Catholic Private Senior High School.

METHODOLOGY

This study uses a descriptive qualitative approach. The researcher presents the results of the data or object of study in narrative form. Narrative research is part of human sciences and describes the process of collecting and analyzing stories people are telling about their experiences. Moreover, this qualitative analysis helps to interpret the collected narrative data. (Sugiyono, 2011).

The subjects of this study are students of Class XI Budi Murni 2 Medan Catholic Private Senior High School. The informants specified in this study are 12 people consisting of catholic religious education students and teachers. The research is conducted during March and April 2023.

Data analysis is carried out by reduction, display, and triangulation. Triangulation is used as a reliable validity method that produces converged data summaries in this study (Jailani, 2020). To determine the validity of the research data, data checking techniques are carried out using criteria that compared and re-checked the degree of trust in the information obtained through the results of the data, checked the degree of trust in the data sources with the methods used, then checked the results of the data (facts) with various theories and conduct auditing so as to produce credible research results (Sutriani and Octaviani, 2019).

RESULTS AND DISCUSSION

Teaching Strategy for Catholic Religious Education Teachers in Class XI Multiple Intelligence-Based Learning at Budi Murni 2 Medan Catholic Private Senior High School

The results of the study show that catholic religious education teachers at Budi Murni 2 Medan Catholic Private Senior High School have implemented appropriate teaching strategies in learning based on multiple intelligences.

The learning method is a way, technique or strategy that is creative, unique, varied, from educators to present learning materials that aim to make it easier for students to understand learning material. Therefore, the use of appropriate learning methods becomes an important part of the process of teaching and learning activities in the classroom. The use of the right method is a way that can streamline the learning process so that the learning objectives are achieved. The learning method is also divided into several types such as discussion methods, lectures, question and answer, and so on. Therefore, educators must be able to analyze the abilities of students so that they can apply or use appropriate methods in the learning process.

This idea is supported by several research informants in the field. As confirmed by I2 in the research interview: there are several learning methods that are used to achieve a learning goal, the first is the conventional learning method or the lecture method, this method is actually very simple but this method is very

necessary when wanting to teach things related to catholic faith. Although this method seems to make students passive, this method also makes students focus on learning themes. The second method, the question-and-answer method, is usually done at the beginning of learning. Third, the discussion method. This is the easiest to do but requires extra assistance from the teacher. In line with the results of these interviews, I6 in his interview said that: the method most often used by catholic religious education teachers is the lecture method, this method is often combined with discussion and question and answer methods. The catholic religious education teacher divides students into several groups, students share their thoughts on the material being discussed. The results of the students' thoughts will be presented and each audience will ask questions and be responded to by the group. The use of this method has been adapted to the teaching material.

Learning strategies are made with the aim of helping students optimize the way students learn by categorizing the differences in intelligence that each individual has. Therefore, it is important to choose learning strategies that suit the needs of each student. However, before entering the stage of analyzing students, educators certainly have their own strategies to be able to liven up the atmosphere in the classroom. This idea is supported by several informants. researchers in the field. As emphasized by I2 in the research interview: build good relationships with students and try to get to know the names of students, because this can make students more enthusiastic because their names are called. In line with the results of the interview, I3 in his interview said that: directed students to focus on him, either through stories or ice breaking that he gave to students and gave intense attention to students who are noisy in class. Opinions I2 and I3 are supported by informants I1, I4, I5, I6, I7, I8, I9, I10, I11, and I12. Educators certainly have a variety of strategies to be able to increase students' interest in learning. Catholic religious education teachers also implement several activities that can increase students' interest in learning by using appropriate learning media. This activity will of course be designed and adapted to various indicators. Therefore educators have a variety of creativity to generate interest in learning. The activities carried out can certainly streamline the learning process (Hasan, 2021).

Applying high learning modalities, such as kinesthetic and visual modalities with the ability to access information through sight, speech, and action, facilitates the creation of optimal learning strategies. This approach trains students to gain a thorough understanding of the material to be studied. This idea is supported by several research informants in the field. As emphasized by I2 in a research interview: kinesthetic learning modality involves a person's ability to absorb information through body movement, physical work, and

through touch or direct experience. On the other hand, visual learning modality focuses on a person's ability to absorb information by using the sense of sight as a top priority. Learning strategies that can be used to apply high learning modalities such as kinesthetic and visual modalities are to practice or experiment, as well as to use visual aids such as graphs and pictures that allow them to see a broad picture of the material to be studied. In line with the results of these interviews, I1 in his interview said that: the learning strategies used to apply high learning modalities such as kinesthetic and visual modalities are making videos or dramas about the resurrection of Jesus, songs and movements as well as using visual aids such as pictures to deepen the teaching material. Catholic religious education teachers have a duty to apply school pastoral care, not only to provide knowledge through teaching materials.

Making a lesson plan is a planning stage carried out by the teacher before starting learning in class (Suarca et al., 2005). The learning implementation plan must meet content standards with indicators of results that can be achieved through learning activities. The lesson plan is the first cycle in lesson planning which is carried out professionally by the teacher before starting the lesson. This idea is supported by several research informants in the field. As confirmed by I4 in the research interview: the lesson plan that has been designed is in accordance with the implementation of the teaching material. In line with the results of the interview, I12 in his interview said that: the teaching staff had carried out the material in accordance with the lesson plan that had been designed. The lesson plan is a reference for Catholic religious education teachers to use teaching materials. Opinions I4 and I12 are supported by informants I1, I2, I3, I5, I6, I7, I8, I9, I10, and I11.

Linguistic intelligence is the ability of an individual to use words effectively (Suarca et al., 2005). This intelligence is related to language. To help students improve linguistic intelligence, Catholic religious education teachers can train them by reading Bible verses or being readers at church, writing reflections, making animated Bible stories, writing spiritual poetry, and participating in Bible quiz competitions. This idea is supported by several research informants in the field. As emphasized by I1 in the research interview: the strategy that needs to be used is to increase students' listening to texts or provide literacy training, provide motivation for students to take part in poetry competitions and so on held by the school. Because these abilities must be developed not only within the scope of the class. In line with the results of the interview, I5 in his interview said that: presenting in front of the class by preparing formal and easy-to-understand language will improve linguistic skills. Presentations must be made as detailed as possible, must be able to be backed up in advance, and the language must be arranged in such a way. Opinions I1 and

I5 are supported by informants I2, I3, I4, I6, I7, I8, I9, I10, I11, and I12. In OB III on Thursday, March 16, 2023 in room XI-MIPA 3, students also have quite good writing skills judging from the creativity of each student. There are some students who are quite creative in making poetry and rhymes.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study show that catholic religious education teachers at Budi Murni 2 Medan Catholic Private Senior High School have implemented appropriate teaching strategies in learning based on multiple intelligences.

The suggestion of this research is that multiple intelligences can be used as a focus of teaching strategies for catholic religious education teachers in multiple intelligences-based learning at Budi Murni 2 Medan Catholic Private Senior High School.

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