

Teacher Strategy Deep Develop Intelligence Linguistics Student

Destriani

Institut Agama Islam Negeri Curup
Destriani200@Gmail.Com

Idi Warsah

Institut Agama Islam Negeri Curup
Idiwarsah@gmail.com

Abstract: The purposes of this study were to describe teacher's strategies in developing students' linguistic intelligence and *to find out the supporting and inhibiting factors of teacher's strategies in developing students' linguistic intelligence. This study applied a qualitative approach with data collection techniques that entailed observation, interviews and documentation. The data analysis technique covered data reduction, data presentation, data verification, and drawing a conclusion. The study concluded that the teacher's strategies in developing students' linguistic intelligence rested on the indicators of linguistic intelligence itself. The listening indicator applied the Dictogloss strategy; the reading indicator implemented the Know Want to Learning strategy; the writing indicator used a guided writing strategy; and the speaking indicator deployed a cooperative learning strategy (CLS) by applying a discussion method resulting in that the students were able to explain the materials they had learned well.*

Keywords: *Teacher's Strategies, Linguistic Intelligence*

Abstract: Tujuan penelitian ini adalah untuk mendeskripsikan strategi guru dalam mengembangkan kecerdasan linguistik siswa dan untuk mengetahui faktor-faktor pendukung dan penghambat strategi guru dalam mengembangkan kecerdasan linguistik siswa. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data yang dilakukan melalui observasi, wawancara dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, verifikasi data, dan penarikan kesimpulan. Hasil penelitian menyimpulkan bahwa strategi guru dalam mengembangkan kecerdasan linguistik siswa bertumpu pada indikator kecerdasan linguistik itu sendiri. Indikator mendengarkan menerapkan strategi Dictogloss; membaca indikator menerapkan strategi Know Want to Learn; indikator penulisan menggunakan strategi penulisan terpandu; dan indikator berbicara menggunakan strategi pembelajaran kooperatif (CLS) dengan

menerapkan metode diskusi sehingga siswa mampu menjelaskan materi yang telah dipelajari dengan baik.

Keywords: Strategi guru, Kecerdasan Linguistik

INTRODUCTION

Gardner and his colleagues at the Harvard Graduate School Of Education created a small team to examine the plurality of humans in the field of intelligence. They show that humans have different talents This difference in talent can be seen from the theory of *Multiple Intelligences* published in *Frames Of Mind* in 1983. Each intelligence has its own way of development and functioning. According to Gardner "training and recognizing the diversity of all types of human intelligence as well as all combinations of intelligence types is very important, in order to get educators interested in helping students learn and develop student learning models.

The variety of intelligence above there is the most important intelligence in everyday life, namely linguistic intelligence, because in this modern era a person will be judged more by the way he speaks and writes As well as a person's language skills will make a first impression on the interlocutor. Almost every profession uses Linguistic intelligence. The power of language or ¹*The Power of Words* is what distinguishes humans from animals. as the Word of Allah Almighty in the holy book of the Quran Surat Ar Rahman: 3-4 is as follows. "*He created man. taught him to be articulate*" (Ar Rahman: 3-4).

Linguistic Intelligence is intelligence that does not depend on specific sensory *input* or *output* channels. Because in the human brain there is a place called "Broca's Region", this area is responsible for producing grammatically correct sentences. The sentences that have been generated from this broca area must be developed so that they can be used optimally. Chomsky's theory states that, every child is able to use a language because of the presence of ²*innate knowledge (preexistent knowledge)*, calling it universal linguistics "because children are equipped with the ability to recognize the relationship between the mother tongue and the form of language that has been structured in their heads". This theory from Chomsky is reinforced by Piaget's theory of the same mindset at a certain stage in the mental development of the child. The human brain is not a

¹ Yodha Abi Seno, Abidin Zainal, and AdiPrmono Eka, "Student Perceptions of the Implementation of E-Learning in the Information Systems Management Course," *Journal of Educational Technology Studies* 02, No. 3 (2019): 183.

² Idi Warsah, "Multicultural Awareness as the Realm of Educational Curriculum," *Journal of Islamic Education* 6, No. 2 (2017): 29–38.

passive recipient of experience, not an empty blackboard, but an organ equipped with innate abilities Based on the results of research and opinions on strategies in developing linguistic intelligence, this study wants to describe the strategies of Islamic Religious Education (PAI) teachers in developing students' linguistic intelligence. Given how important linguistic intelligence is to the future of the students and to the provision of their lives in life in society.³⁴

Related to this, the researcher conducted an interview with Mr. Marwansyah Waka Curriculum at SMK Negeri 1 Rejang Lebong, stating: "It is very important that after graduating from this school, students are ready to go directly to the community with all the provisions we provide during their education. Their abilities are not only kinesthetic abilities, but they are also taught how to communicate with the community environment" Developing students' linguistic intelligence has actually been sought and applied at SMKN 1 Rejang Lebong as the results of preliminary observations made by researchers on November 5, 2020. The results of the observations made found gaps in the teaching and learning process at SMKN 1 Rejang Lebong class XII Computer Informatics Engineering in the development of linguistic intelligence. Only 20% of students are enthusiastic about holding⁵ discussions and debates in class. Not only that, sometimes students do not record the learning material ordered by the teacher because there is too much material to be recorded so that they spend sheets of paper. After the learning materials have been recorded, the students are lazy to repeat their notes when necessary which results in low scores obtained by students due to lack of understanding of the learning material.⁶

Students are also sometimes unable to re-explain the PAI learning materials they have recorded either orally or in writing in their own language. So it cannot touch the intelligence possessed by students.⁷ As previously explained,

³ Emmy Budiartati, "Learning Through Plural Intelligence-Based Play in Early Childhood," *Educational Science Sheet* 36, no. 2 (2007): 96–103.

⁴ Vebri Angdreani, Idi Warsah, and Asri Karolina, "Implementation of Habituation Method: Efforts to Instill Islamic Values of SDN 08 Rejang Lebong Students," *Iain Bengkulu Journal* 19, no. 1 (2020): 1–21.

⁵ Jessika Tamara et al., "Lecturer Learning Strategies Through the Use of Whatsapp Media During the COVID-19 Pandemic," *Lecturer Learning Strategies Through the Use of Whatsapp Media During the COVID-19 Pandemic* 19, no. 2 (2020): 351–73.

⁶ Wendi Parwanto, "M. Syahrur's Thoughts on Women's Clothing (from aurat configuration to the hierarchy of women's clothing in Islam)," *Parwanto, Wendi* 2, No. 2 (2021): 79–91.

⁷ S Singay, "Flipped Learning in the English as a Second Language Classroom: Bhutanese Students' Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar,"

this linguistic intelligence needs to be developed because this intelligence is a tool for expressing ideas (*socially shared means for expressing ideas*).⁸ A person who develops linguistic intelligence is the same as developing his social intelligence, because the intelligence of communicating both verbally and non-verbally is the most important part of good social interaction, and social intelligence aims to enable man to carry out his duties as a caliph and devote himself totally to God, with interactions both to Him and to man. Given the importance of developing linguistic intelligence, this is the reason for researchers to conduct studies on teachers' strategies in developing student linguistic intelligence at SMKN 1 Rejang Lebong.⁹

RESULTS AND DISCUSSION

Research Results

Teacher Strategies in Developing Linguistic Intelligence of Students of SMKN 1 Rejang Lebong

The results of the interview with Mr. Sofyan Effendi as a teacher of Islamic religious education are as follows:

"Strategies applied in developing students' linguistic intelligence are based on indicators of linguistic intelligence. Listening with *Dictogloss's* strategy, reading by applying the *Know Want to Want Learning* strategy, writing with guided writing strategy, talking with cooperative learning strategy by applying discussion methods"¹⁰

The results of the observation and documentation of this research the teacher brings the syllabus and rpp when teaching in the classroom, intended to be read in front of students the purpose of the material to be taught so that they are able to relate the material discussed to the purpose of the material.

The data above is strengthened by the statement of Mr. Hartono as the Principal of SMKN 1 Rejang Lebong as follows:

"The teacher's strategy in developing students' linguistic intelligence must be with the discipline of reading. Because by reading students will have more reading discipline when in the classroom must use a timer, so that it is more conceptual that all methods can be implemented."

Indonesian Journal of Applied Linguistics, 2020,
<https://ejournal.upi.edu/index.php/IJAL/article/view/23217>.

⁸ Parwanto, "M. Syahrur's Thoughts on Women's Clothing (from aurat configuration to the constructs of women's clothing in Islam)."

⁹ Budiartati, "Learning Through Plural Intelligence-Based Play in Early Childhood."

¹⁰ Sofyan Effendi, "Interview," (2022).

While the information obtained from the interview results of class XII Computer Informatics Engineering students after class hours is as follows: *"Often a discussion method is held and then ordered to think critically about the material and then associated with daily life, the result is that the material is easy for us to remember, group study methods are often held, and make school work completed faster"*

In addition, the researcher asked again about the evaluation activities after the implementation of the Islamic religious education learning process, the school held a teaching teacher evaluation activity. Then the researcher asked again about the facilities prepared by the school in developing students' linguistic intelligence, "The facilities we have provided are libraries, mosques, classrooms, infocus, Islamic religious education books"

After that, the researcher asked about the training on the preparation of learning tools for Islamic religious education (PAI) teachers in developing students' linguistic intelligence.

"At the beginning of each new school year, the teachers of SMKN 1 Rejang Lebong hold a meeting. Specifically for teachers or teacher working groups (KKG) for Islamic Religious Education with its chairman, Mr. Sofyan Effendi. In the meeting, it was discussed how the development of the rpp preparation and the teacher's syllabus, teachers are required to be able to compile the rpp before teaching. Because it contains what methods, media, materials, teaching materials the teacher will use during the teaching and learning process in the classroom, the alignment of goals with the methods and strategies chosen to develop students' linguistic intelligence. Discusses obstacles during the teacher's teaching in the classroom, the teacher's insights, the teacher's ability to deliver the material is easy to understand or not by students".

The results of observations made regarding teacher strategies in developing linguistic intelligence of class XII computer informatics engineering students at SMKN 1 Rejang Lebong by using cooperative learning strategies by applying discussion, question and answer, group work, reading, listening, and taking notes methods. Strategies Know want to want learning, guided writing, *Dictogloss* From the results of this observation, researchers also get experience from teachers who teach when in the classroom, where a teacher will apply strategies not in all learning materials and also the application that teachers do is adjusted to the objectives of learning can be achieved.¹¹

Based on the data above, it is illustrated that the teacher's strategy in developing students' linguistic intelligence at SMKN 1 Rejang Lebong class XII ICT has been applied, the result is that students are able to convey the meter

¹¹ Singay, "Flipped Learning in the English as a Second Language Classroom: Bhutanese Students' Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar."

that has been learned in their own language, it is very much needed for the creativity and readiness of teachers in their daily student activities. Especially when in the classroom, expecting students with good linguistic intelligence must also be supported by the ability of teachers as teachers, educators to be able to manage words, have broad insights, have creativity to invite students to be active in learning activities.¹²

Supporting and Inhibiting Factors in Developing Linguistic Intelligence of SMKN 1 Rejang Lebong Students

The development of students' linguistic intelligence will always run smoothly if strategized before learning, but there will still be inhibiting factors when implementing it.¹³ The result of the interview with Mr. Sofyan Effendi. Regarding the supporting factors are as follows:

"Supporting factors in developing students' linguistic intelligence, the factors here are Internal and Exsternal. Internal Factors, such as: teacher creativity, teacher readiness, student physical condition, Student emotional state, Student learning style, Teacher creativity, Teacher Readiness, RPP and Syllabus. External Factors are that schools hold Teacher Working Groups (KKG) discussing obstacles when teaching in the classroom, updating the syllabus and lesson plans, sharing effective teaching methods and strategies".¹⁴ The results of observation and documentation of this research from supporting factors in developing linguistic intelligence in class XII ICT such as the physical condition of students 99% in good health, the emotional state of students is also very supportive in developing their linguistic intelligence which can be seen by researchers when in class they are very enthusiastic when learning Islamic religious education. The average student's score is estimated at 85, with an active mark on almost every learner's name. Their learning style is well known by Mr. Sofyan Effendi, so they not only do listening activities, but there are reading,

¹² Tamara et al., "Strateg. Lecturer Learning Through Utilization. Whatsapp media during the COVID-19 pandemic."

¹³ Siti Aisyah, Hadi Mulyono, and Tri Budiharto, "Efforts to Increase Linguistic Intelligence through the Use of Field Trip Methods in Group A Children of TKIT Nur Hidayah Surakarta for the 2013/2014 Academic Year" 0678, no. 2 (2014): 438–44.

¹⁴ Munawarrah, "Teachers' Strategies in Developing Early Childhood Linguistic Intelligence in Kenaga Tinggiran Darat Kindergarten, Barito Kuala Regency," *AUD Journal of Education* 5, No. 1 (2019): 43–54.

writing, and discussion activities as the most important stages in developing students' verbal linguistic abilities.¹⁵

So you can know that the supporting factors in developing students' linguistic intelligence at SMK Negeri 1 Rejang Lebong are teacher creativity, teacher readiness, student conditions, emotional conditions, learning styles and school programs. Because it will make students more earnest to listen, read, write and hear. Then it will be easy to develop students' linguistic intelligence at SMKN 1 Rejang Lebong and also supported by RPP and syllabus, media such as Islamic religious education package books, Infokus to display Power Points (PPT).

The researcher again sought information about the inhibiting factors in developing linguistic intelligence, to Mr. Sofyan Effendi, he replied:

"The obstacles in developing linguistic intelligence there are Internal and External factors. First, Internal Factors such as the physical condition of students, students who have cylindrical eye disorders will find it difficult to read which the teacher explains in writing as a result of which students are also unable to write and convey information perfectly, in a sick state all five senses students their performance decreases so that in listening, reading, writing and listening is no longer focused and results in less than optimal in developing their linguistic intelligence. Emotional state, the student with the initials "S" has family problems so that when in class he is not very active and often silent when asked by the teacher, due to lack of motivation Internal self "S" then his linguistic intelligence is also in the low category. Each student's learning style is different, so the amount of information obtained by students is also different. Secondly External Factor, school programs related to linguistic intelligence are only in demand by some students due to lack of socialization regarding the benefits of the organization".

The information above illustrates that the inhibiting factors in developing students' linguistic intelligence at SMKN 1 Rejang lebong are: Less physical factors such as minus eyes will affect vision ability as a result of which students cannot write correctly and cannot conclude well what the teacher wrote before in front of the class. Emotional state will affect students' motivation to learn, internal self-motivation of a student will be more influential in developing his linguistic intelligence.¹⁶

¹⁵ Ahmad Syukri, Nuzuar, and Idi Warsah, "The Role of Madrasah Heads in Improving Teachers' Work Ethic," *Journal of Administration and Educational Management* 2, No. 1 (2019): 21–25, <http://www.elsevier.com/locate/scp>.

¹⁶ Idi Warsah, "Forgiveness Viewed from Positive Psychology and Islam," *Islamic Guidance and Counseling Journal* 3, No. 2 (2020): 108–21, <https://doi.org/10.25217/igcj.v3i2.878>.

Furthermore, the factors of student learning styles, such as learning that only hears and listens, learning that only by seeing, learning that must be by reading, will have an effect if it is not assisted by the teacher's ability to process the subject matter.¹⁷ Even school programs related to the development of students' talents and interests, such as discussion activities in Rohis organizations and or other student discussion groups that are less in demand are inhibiting factors in student linguistic development due to the lack of socialization of goals and benefits when participating in the program.

Sub Discussion	Result
Teacher Strategies in Developing Linguistic Intelligence of Students of SMKN 1 Rejang Lebong	Strategies applied in developing students' linguistic intelligence based on indicators of linguistic intelligence. Listening with Dictogloss's strategy, reading by applying the Know Want to Want Learning strategy, writing with guided writing strategy, talking to cooperative learning strategy by applying discussion methods
	interviews of class XII students of Computer Informatics Engineering after class hours as follows: "Often a discussion method is held and then ordered to think critically about the material and then associated with daily life, the result is that the material is easy for us to remember, the group study method is often held, and makes school work finish faster
Supporting and inhibiting factors in developing linguistic intelligence of students of SMKN 1 Rejang Lebong	
Supporter	1. Internal Factors Teacher creativity, teacher readiness, student physical condition, Student emotional state, Student learning style, Teacher creativity, Teacher

¹⁷ Dodi Irawan et al., "The Effect of Using Mind Mapping in Fiqih Learning on Student Understanding," *Journal of Islamic Teacher Professional Education* 2, No. 2 (2022): 219–28, <https://doi.org/10.19109/pairf.v1i4.3225>.

	Readiness, RPP and Syllabus.
	2. External Factors
	The school held a Furu Working Group (KKG) discussing obstacles when teaching in the classroom, updating the syllabus and lesson plans, sharing effective teaching methods and strategies
Retardant	First Internal Factors
	1. The physical condition of the student, the student who has a cylindrical eye disorder will have difficulty reading which the teacher describes in writing.
	2. Emotional state.
	Both Exsternal Factors
	Lack of socialization regarding the benefits of the organization

Discussion

Teacher Strategies in Developing Students' Linguistic Intelligence

Based on the results of interviews, observations, and documentation in this study, data were obtained that teachers applied learning strategies based on indicators of linguistic intelligence.

Listening, in developing students' listening skills by applying *the Dictogloss* strategy. The steps to implement *Dictogloss* are to require the teacher to dictate a text to the learner with several repetitions and then the learner interprets the dictated text.¹⁸

Reading, a strategy applied in developing students' reading skills by applying the *Know Want to Learn (KWL)* strategy. The KWL strategy, which is a reading strategy that gives an active role to students before, during and after reading, will provide very important stimulation for students to learn various things, especially regarding improving reading skills. The steps to implement the *Know Want to Learn* strategy are: 1) *Know*. Teachers explore learners' knowledge and experience, by asking questions. 2) *Want*. This stage contains the questions you want to know from the material. In the learning process,

¹⁸ Muhammad Yaumi, "Design of Learning Strategies to Develop Students' Verbal-Linguistic Intelligence," *Anladuna* 2, no. 1 (2015): 185–200.

students write down the reading goals to be achieved or in other words specific reading goals. From interest, curiosity, and vagueness during the first step, the teacher reformulates the questions that students ask. The questions that have been asked are rewritten in the writing paapan. Teachers encourage students to write down their own questions by selecting a few of the questions available on the board. 3) *Learning*. The student reads silently and writes down the information he has known from previous reading activities. The task of the teacher in this activity is to help students develop a plan to infestigate the remaining questions. Or in other words the teacher puts emphasis on the purpose of reading to satisfy the curiosity of the students.¹⁹

Writing, a strategy applied in developing students' writing skills by applying guided writing strategies. The steps to implement a guided writing strategy: a) *Planning* or preparation, be it in the form of collecting ideas or collecting information. b) *Drafting*, the activity of starting to write according to spelling. c) *Sharing*, seeking input from peers and others. Give each other input from the results of writing. d) *Evaluation*, the activity of rereading all the writings that have been written. e) *Revising*, the stage of improving whether it is in the form of typo writing. Does not correspond to spelling, punctuation, capital letters. f) *Publishing*, activities to deliver in front of the class the results of written works.

Speaking, the strategies applied in developing students' speaking skills by applying cooperative learning strategies, such as discussions and debates As for the stages in its application are: 1) Planning, namely the stage of determining goals. This is intended so that the conversation can become more focused. After determining the goal, determine the theme and collect related information. Whether obtained from journals, books, speakers on TV etc. After that make a talk/*outline* move. 2) Talks. 3) Evaluation. When students complete speaking practice assignments the teacher needs to provide positive reinforcement in the form of praise, applause, etc. In addition, the teacher needs to provide corrections in the form of suggestions and constructive criticism of the student's appearance.²⁰

Supporting and Inhibiting Factors in Developing Students' Linguistic Intelligence

¹⁹ Muchlis Muchlis, "Learning Moderate-Minded Islamic Religious Education (Pai) Materials," *Prophetic: Journal of Islamic Studies* 21, no. 1 (2020): 11–20, <https://doi.org/10.23917/profetika.v21i1.11053>.

²⁰ Budiartati, "Learning Through Plural Intelligence-Based Play in Early Childhood."

Theoretically, the factors that influence the development of students' intelligence potential include: *First* the creativity of the teacher. Efforts to develop students' linguistic intelligence are inseparable from the creativity of a teacher in creating a more conducive classroom atmosphere and fun learning to be more active, interesting and liked by students, so that students have the same opportunity to interact with each other. This is in accordance with the theory from Al Gird in that creative teachers will provide creative inspiration to students. A creative teacher must have prepared himself before the learning activity.²¹ *Second*, Teacher Readiness. According to Slameto readiness is the overall condition of a person or individual that makes him ready to give a response or answer in a certain way to a certain condition. *Third*, the physical condition of students is very influential on the development of students' linguistic intelligence, this is supported by the theory of Nur Laila, Tienjie and Yul Iskandar that students' physical health is very influential in developing students' linguistic intelligence. *Fourth*. The student's emotional state is included in the supporting factors of the student's ability to motivate himself. This motivation is a form of encouragement from students to build self-enthusiasm. In line with the opinion of Suryabrata in defining motivation as an internal state of a person or individual that encourages him to carry out certain activities in order to achieve a goal. This opinion is supported by Winkel's opinion that strong learning motivation has a lot of energy to carry out learning activities.^{22,23} *Fifth*, Learning style. Learning styles greatly affect students' linguistic intelligence. According to Gardner all children have different paths to learning. The variety of paths that give each individual the opportunity to show is an important first step. The most important internal factor is the policy in developing teacher competence in developing students' linguistic intelligence, namely by including teachers in the KKG (Teacher Working Group) at the beginning of the semester teachers are required to collect learning administration Teachers are expected to be able to design learning in written form before teaching practice. Administrative completeness in teaching is very important for teachers to make learning activities fun and invite students to be active in it.²⁴ Teachers are motivated to improve competencies that eventually performance can improve.

²¹ Dwi Haryanti, "Stimulation of Early Childhood Verbal-Linguistic Intelligence Development through Early Childhood Learning Methods," *Elementary Journal* 3 (2017).

²² Destriani et al., "Implementation of Hidden Curriculum in Islamic Religious Education Subjects at SMA Negeri 1 Rejang Lebong," *Al-Ikhtibar: Journal of Educational Sciences* 9, no. 1 (2022): 1–11, <https://doi.org/https://doi.org/10.32505/ikhtibar.v9i1.632> Implementation.

²³ Haryanti, "Stimulation of Early Childhood Verbal-Linguistic Intelligence Development Through Early Childhood Learning Methods."

²⁴ Novi Wulandari, Hasan Mahfud, and Matsuri, "Efforts to Improve Verbal-Linguistic Intelligence Through Singing Method in Group A Children of Sandhy Putra Sukarta Kindergarten for the 2013/2014 Academic Year," 2014.

This is in accordance with the responsibility of a teacher, which is not only the transfer of knowledge but also the transfer of grades.²⁵

External factors aimed at developing the linguistic intelligence of students. namely: School Program. The school program is a non-formal activity intended as a supporting program in developing student intelligence.²⁶ According to Thomas Armstrong intelligence can be developed with the support of non-formal education from *the Council Of Europe "The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal educational practices"* (*Majlis recognizes that formal education systems cannot answer the challenges of modern society and therefore welcomes its strengthening with practice non-formal education*).²⁷ So it can be known that the development of students' linguistic intelligence is strongly influenced by the collaboration of teachers and parents so that it contributes to making it easier for students to achieve learning goals. Likewise, the pihah of SMKN 1 Rejang Lebong tang does not break away from synergy to the parents of students in harmony.²⁸ That way they are sensitive to problems that interfere with the development of students' linguistic intelligence and are given very appropriate guidance and assistance. Likewise with determining learning strategies and methods, providing learning resources, tools and tools, determining the method and assessment of the learning outcome process, and setting the learning environment. Because developing linguistic intelligence or language intelligence requires time, patience, training and support in the development process. The awareness of all parties (teachers and parents) will provide them with a platform and guide that attracts attention to develop their linguistic intelligence.

CONCLUSION

The teacher's strategy in developing the linguistic intelligence of students at SMKN 1 Rejang Lebong class XII Computer Informatics Engineering is based on the indicators of linguistic intelligence itself. Listening indicators applying Dictogloss strategies, reading indicators applying Know Want to

²⁵ Wulandari, Mahfud, and Matsuri.

²⁶ Yaumi, "Design Learning Strategies to Develop Learners' Verbal-Linguistic Intelligence."

²⁷ C S Ugwuanyi, "Developing Sound Knowledge of Basic Science Concepts in Children Using Flipped Classroom: A Case of Simple Repeated Measures," *Education and Information Technologies* (Springer, 2022), <https://doi.org/10.1007/s10639-021-10850-3>.

²⁸ Destriani et al., "Efforts of Islamic Religious Education Teachers in Instilling Understanding Religious Literacy," *Scientific Journal of Citra Bakti Education* 9, No. 1 (2022): 1–12.

Learning strategies, writing indicators by applying guided writing strategies, speaking indicators using cooperative learning strategies (SPK) by applying discussion methods with the results of students being able to explain the meters that have been learned well.

BIBLIOGRAPHY

- Aisya, Siti, Hadi Mulyono, and Tri Budiharto. "Efforts to Improve Linguistic Intelligence through the Use of Field Trip Methods in Group A Children of TKIT Nur Hidayah Surakarta for the 2013/2014 Academic Year" 0678, no. 2 (2014): 438–44.
- Angdreani, Vebri, Idi Warsah, and Asri Karolina. "Implementation of the habituation method: efforts to instill Islamic values of SDN 08 Rejang Lebong students." *Iain Bengkulu Journal* 19, no. 1 (2020): 1–21.
- Budiartati, Emmy. "Learning Through Plural Intelligence-Based Play In Early Childhood." *Gazette of Educational Sciences* 36, no. 2 (2007): 96–103.
- Destriani, Rasmini, Amriyadi, and Hezi Jeniati. "The Efforts of Islamic Religious Education Teachers in Instilling Understanding Religious Literacy." *Scientific Journal of Citra Bakti Education* 9, no. 1 (2022): 1–12.
- Destriani, Rahmat Yudhi Septian, Nurhayani, Idi Warsah, and Ruly Morganna. "Implementation of Hidden Curriculum in Islamic Religious Education Subjects at SMA Negeri 1 Rejang Lebong." *Al-Ikhtibar: Journal of Educational Sciences* 9, no. 1 (2022): 1–11. Implementation <https://doi.org/https://doi.org/10.32505/ikhtibar.v9i1.632>.
- Effendi, Sofyan. "Interview." 2022.
- Haryanti, Dwi. "Stimulation of Early Childhood Verbal-Linguistic Intelligence Development Through Early Childhood Learning Methods." *Journal of Elementary* 3 (2017).
- Irawan, Dodi, Karolina Asri, Destriani, Ade Surya, and Ridwan Saleh. "The Effect of Using Mind Mapping in Fiqh Learning on Student Understanding." *Journal of Islamic Teacher Professional Education* 2, no. 2 (2022): 219–28. <https://doi.org/10.19109/pairf.v1i4.3225>.
- Muchlis, Muchlis. "Learning Islamic Religious Education (Pai) Material with a Moderate Insight." *Prophetes: Journal of Islamic Studies* 21, no. 1 (2020): 11–20. <https://doi.org/10.23917/profetika.v21i1.11053>.
- Munawarrah. "Teachers' Strategies in Developing Early Childhood Linguistic Intelligence in Kenaga Tinggiran Darat Kindergarten, Barito Kuala Regency." *AUD Journal of Education* 5, no. 1 (2019): 43–54.

- Parwanto, Wendi. "M. Syahrur's thoughts on women's clothing (from aurat configuration to the hierarchies of women's clothing in Islam)." *Parwanto, Wendi 2* , no. 2 (2021): 79–91.
- Seno, Yodha Abi, Abidin Zainal, and AdiPramono Eka. "Student Perceptions of the Implementation of E-Learning in the Information Systems Management Course." *Journal of Educational Technology Studies* 02, no. 3 (2019): 183.
- Singay, S. "Flipped Learning in the English as a Second Language Classroom: Bhutanese Students' Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar." *Indonesian Journal of Applied Linguistics*, 2020. <https://ejournal.upi.edu/index.php/IJAL/article/view/23217>.
- Syukri, Ahmad, Nuzuar, and Idi Warsah. "The Role of Madrasah Heads in Improving Teachers' Work Ethic." *Journal of Administration and Educational Management* 2, no. 1 (2019): 21–25. <http://www.elsevier.com/locate/scp>.
- Tamara, Jessika, Sugiarno, Eka Yanuarti, Idi Warsah, and Deri Yanto. "Lecturer Learning Strategies Through the Use of Whatsapp Media during the COVID-19 Pandemic." *Lecturer Learning Strategies Through the Use of Whatsapp Media During the COVID-19 Pandemic* 19 , no. 2 (2020): 351–73.
- Ugwuanyi, C S. "Developing Sound Knowledge of Basic Science Concepts in Children Using Flipped Classroom: A Case of Simple Repeated Measures." *Education and Information Technologies*. Springer, 2022. <https://doi.org/10.1007/s10639-021-10850-3>.
- Warsah, Idi. "Forgiveness Viewed from Positive Psychology and Islam." *Islamic Guidance and Counseling Journal* 3, no. 2 (2020): 108–21. <https://doi.org/10.25217/igcj.v3i2.878>.
- . "Multicultural Awareness as the Domain of Educational Curriculum." *Journal of Islamic Education* 6, no. 2 (2017): 29–38.
- Wulandari, Novi, Hasan Mahfud, and Matsuri. "Efforts to Improve Verbal-Linguistic Intelligence through Singing Methods in Group A Children of Sandhy Putra Sukarta Kindergarten for the 2013/2014 Academic Year," 2014.
- Yaumi, Muhammad. "Design Learning Strategies to Develop Learners' Verbal-Linguistic Intelligence." *Auladuna* 2, no. 1 (2015): 185–200.