



Humanism Learning Design Using Multiple Intelligence Approach in Life Skills of The Elementary School Students of Special Program in The Era of Global Communication and Education Disruption

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Abstract. The study aims to describe the implementation of humanism multiple intelligence-oriented learning in life skills and formulate the humanism learning design in using multiple intelligence approaches in the life skills of elementary school students in the era of global communication and education disruption. The research approach was descriptive with a multiple case study design. Data collection techniques were carried out by active participant observation, in-depth interviews, documentation, and triangulation. The data analysis technique employed in this research was descriptive-reflective-holistic supported by blended CCM of Sharon, and CCA of Fram. The results of this study show that there are eight pillars in the implementation of humanism learning oriented to multiple intelligences in current special program school. Those eight pillars are character education, agent of change, the best process, the best teacher, active learning, applied learning, management control, and MIS. The success rate of humanism learning oriented towards multiple intelligences and students' life skills at MIM PK Kartasura, Indonesia is excellent. The percentage who have life skills to listen with empathy (51.60%), to convey messages politely (45.20%), and to cooperate (38.70%), to listen with empathy (62.50%), to cooperate (65.60%), to convey messages politely (71.90%). The humanism learning model with multiple intelligence approaches can encourage life skills of the students in elementary schools. This learning design is one of the alternatives of a foundation that can foster community life skills of the students in secondary schools in the era of global communication, global computing, and educational disruption nowadays.

Keywords: humanism learning, multiple intelligences, life skills, special school programs, educational disruption, global communication.

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INTRODUCTION

One of the important skills for a person to live in the society is community life skills or life skills. These skills are in the highest level (Zainal, 2012; Rodzalan, 2012; Hande, 2015) following the knowledge skills, behavioral skills, and skills in applying that knowledge. Community life skills are a complete skill from the integration and implementation of educational pillars and the pillars of life.

Life skills are the primary thing for every student as a preparation of the future. According to Suminar (2016), Cassidy (2018), and Gatab (2011), life skills must be integrated into our education system starting from the lowest level of education, namely the level of kindergarten to the highest level of

education, namely doctoral program. It is due to life skills as the core of education competencies and outcomes, especially in Indonesia as a multicultural, multiethnics, and multi-languages country. Life skills are skills possessed by someone to bravely encounter the life problems naturally without feeling pressured, proactively and creatively look for and find solutions to overcome those problems. The integrity of life is very important yet a lot of problems remain to exist, especially those related to the development of character education (Aisyah, 2014; Mustadi et al., 2017; Suastra, Jatmiko, Ristiati, & Yasmini, 2017; Prayitno, 2018).

Life skills are very important and must be created in the educational scope, particularly at school. Life skills are built of general life skills and special life skills. According to Asmani (2009: 37), general life skills include personal and social skills, while specific life skills include academic and vocational skills. Life skills cannot be formed in a short period of time (Beni, Stears, & James, 2017; Chen & Schmidtke, 2017; Novaryatiin, Priyanto, & Masduki, 2006a; Okech, 2016).

Learning humanism leads to appreciate the intelligence that each student has. According to (Chen & Schmidtke, 2017; Jingna, 2012; Konflik, 2004), humanism learning can encourage the improvement of human quality through appreciation of the positive potential existing in every human being. Along with the changes and demands of the era, the education process is always changing. By the change in education strategy over time, humanism provides significant direction in attaining educational goals (Rachmahana, 2014). Meanwhile, multiple intelligences-based learning is a learning that is done by giving equal and special treatment to all students (Hanafin, 2014; McFarlane, 2011; Şener & Çokçalışkan, 2018).

Humanism learning oriented towards multiple intelligences is a learning for encouraging the improvement of human quality through the appreciation of the positive potential that exists in every human being by treating all students equally and giving special treatment based on their own learning styles in order to produce maximum educational output.

Three important aspects being the focus of this study are the humanism learning, multiple intelligence, and life skills which are the important components in the process of character education. The three are the main pillars of a process and purpose of education. Therefore, it is necessary to conduct an in-depth study of the implementation of the three important education aspect, especially in religious-based elementary schools. Madrasah Ibtidaiyah Muhammadiyah (MIM) is one of the elementary schools always seeking learning innovations. One of the learning innovations is applying humanism learning (Abbasi, et al., 2018; Bilal, Alfadil, & Abdelrahman, 2018; Nagarathanam & Buang, 2016) which has multiple intelligence approaches to prepare students who have basic skills in community life.

Life skills are the compulsory preparation that must be possessed by every student who lives in the era of global computing, the era of industrial revolution 4.0, and the era of disruption as nowadays. Life skills are the main pillars and objectives of the educational competencies and outcomes in Indonesia. Humanism learning oriented towards multiple intelligences is learning for encouraging the improvement of human quality through appreciation of the potential possessed by every student.

RESEARCH METHODOLOGY

This research approach and type were qualitative descriptive with multiple case study design (Findlay, Dempsey, & Warren-Forward, 2010; Kobylinski & Heinz, 2018; Perez & Mardapi, 2015). This research was inductive (Creswell, 2014; Luo, 2011; Smith, 2002) by which the main features are exploring, describing, formulating, and producing theoretical generalizations (Alveson, 2011; Maxwell, 2013; Creswell, 2014; Willis, 2018) regarding the implementation of humanism learning oriented towards multiple intelligences in MIM PK Kartasura as one of the appropriate learning designs in the industrial era 4.0 and the era of education disruption. The design of this research focused on the study of humanism learning with multiple intelligence approaches to realize the life skills of elementary school students.

This study was conducted in one of the elementary schools developed with a religious basis in studying general development trends, namely at the MIM Kartasura Special Program. PK MIM faces up a very rapid development in the last ten years in which it was firstly managed conventionally then managed using specific innovations. One of the innovations is the application of humanism learning that has multiple intelligence approaches in order to prepare students who have the community life skills in the society.

Data collection techniques in this study were carried out using active participant observation, in-depth interviews, documentation, and triangulation.. The data analysis technique employed in this research was descriptive-reflective-holistic (DRH) supported by blended Constant Comparative Method (CCM) of Sharon Model in 2012 & Constant Comparative Analysis (CCA) of Fram model in 2013. DRH application with the integration of blended CCM-CCA is presented by several stages, namely: (1) describing research results about the implementation of humanism values with multiple intelligence in

life skills applied in the school, (2) integrating results of implementation of humanism and multiple intelligence in relation to the life skills, (3) reducing findings, and (4) formulating theoretical generalizations.

RESEARCH RESULT AND DISCUSSION

Humanism Learning oriented towards Multiple Intelligence in Life Skills

Learning innovations developed at MIM PK Kartasura are carried out continuously and dynamically in line with changes in the educational field and the demands or changes in the user community. Humanism learning oriented towards multiple intelligence done at MIM PK Kartasura is in accordance with the vision of the school that is implementing learning and guidance effectively to optimize the children's Multiple Intelligences based on Qur'an and the Sunnah of the Messenger. Humanism learning oriented to multiple intelligences at MIM PK Kartasura is a learning that appreciates every intelligence possessed by students. The learning uses a humanism approach combined with multiple intelligences learning strategies. The changes in students' behavior and dynamics in the learning process become the important aspects (Blikstad, 2017; Mundt, 2018).

One of the implementation of humanism learning oriented towards multiple applied at MIM PK Kartasura is science subjects. Science learning in MIM PK is implemented through fun learning. The implementation of learning begins with the alpha zone. According to the students, the alpha zone activity is very fun because it is supported by the games given by the teacher (ustadz ustadzah) so that the activities of Alfa zone are the most favorite activity for the students, especially 'good jobs clap'. Alfa zone is a zone where children easily receive and absorb information. Alpha zone is used to maintain the students' psychic and physical condition so that they can easily receive the learning that will be done. The alpha zone used in science learning is in the form of fun game that makes the students excited in starting learning.

Substantially, the alpha activity is an activity that is carried out to stimulate the students' minds to enter the alpha zone. Alpha zone is the best zone for delivering learning material to the students. Through this learning, the students can take part in learning enthusiastically as the alpha zone activities provide a joy effect for the students. Next, the teacher continues the learning using warmer or scene settings functioning to condition the students' minds before starting the learning. Warmer or scene settings used in the common learning are also called as apperception. Scene settings used are reduced from teacher instructions to students. The scene setting used in science learning attracts the students' attention and it is also related to the activities that will be carried out by students in science learning activities.

This is in line with the results of documentation on the lesson plan arranged by the teacher in which the core activities in the lesson plan consist of scene settings or warmer, learning strategies, and activity procedures. Scene settings are activities that are close to learning strategies. Scene settings can also be interpreted as the activities carried out by the teacher to build the initial concept of learning. Based on the results of the documentation study, it was found that all learning in MIM PK Kartasura used scene settings. Scene settings used vary based on the material to be discussed in learning activities. Meanwhile, warming is the activity of recalling material that has been taught by the teacher. Based on the findings in the field, warmer is done at the second meeting. Warmer activity is important because repetition activities can make the information stored in the long-term memory.

The learning becomes dynamic because it is student-centered. As a school, MIM PK Kartasura emphasizes "the best process", not 'the best input". The learning process applied at MIM PK Kartasura does not only emphasize cognitive learning, but it also emphasizes affective and psychomotor aspects. The learning process in the classroom is related to the learning strategies used by the teacher. A good learning process is in accordance with the choice of interesting and varied strategies (Lemoine, Jenkins, & Richardson, 2017; Mohammed, 2018; Sharif, Azman, Balakrishnan, Yaacob, & Zain, 2018). This result is in line with the results of documentation from the lesson plan designed by science teachers of the lower-class. Learning strategies are supported by movie learning and simulation, drawing, action research, observation, movie learning, product making, identification, flash cards, applied learning, growth cards, interviews, mind maps, experiments, and secret missions. The same thing is also done in upper-class science learning, where the learning strategy is enriched by the experimental models, exercise, observation, applied learning, demonstration, identification, example, and make a product.

The concept of humanism learning oriented towards multiple intelligences is often referred to the school of humans with multiple intelligences systems concept (Al-Kabani, 2015; Ahvan, 2016). There are eight pillars in the humanism learning oriented towards multiple intelligences at MIM PK Kartasura. The first pillar is character education. Character education in MIM PK Kartasura is education about the basics

of morals, abilities that must be possessed, and habits from the early childhood to adulthood. It is expected that the students can grow and develop by stepping on the foundation of faith upon Allah SWT and being educated to always be strong, have the good potential and response in accepting every virtue and glory so that they are accustomed to doing noble morals. Some examples of the application of character education in PK Kartasura MIM include habituation to dhuha prayers, fardhu prayer, quran recitation, BTA, hadith readings, class schedule, welcoming schedule, and rewards to children as the most diligent of the month.

The second pillar is agent of change referring to the agent of change in education. The majority of education in Indonesia still perceives that the intelligent student merely oriented towards the result of standard test or score. Thus, the experts view that the humanism learning oriented towards multiple intelligences transforms the paradigm that the intelligent student does not merely deal with the examination score yet it also deals with variety of intelligences possessed by each student (Hanafin, 2014; Şener & Çokçalışkan, 2018; Sharon M. Kolb, 2012).

The third pillar is the best process which means that the learning prioritizes a process so it is not merely the result or outcome (Purwoko, Andayani, Muntar, & Diartha, 2017; Tan & Farashaiyan, 2012). The learning process conducted by the teachers at MIM PK Surakarta used various learning strategies. The learning strategies applied by the teachers are based on the students' learning styles. The learning process implemented in MIM PK Kartasura emphasizes not only the cognitive learning but also affective and psychomotor learning. The learning carried out in MIM PK Kartasura is so fun so the students are interested in involving in the learning from the start until the end.

The aforementioned learning design is the foremost pillar in building the students' character to be independent, creative, and tough. The fourth pillar is the best teacher which means that the best teacher is that facilitating the students to learn better (facilitator), that encouraging the students to learn harder, and that accelerating the students to accept every material that is delivered (catalyst). Therefore, those are called as the teacher of a human. Meanwhile, Abdullah (2012), Cassidy (2018), Osman (2011) add that the best teacher is that having the role to always reflect the expected behaviors in daily life through every interaction, both with the students (primarily), teachers, and during teaching (seen as the central role). Whether it is realized or not, half of the teacher's time and attention are devoted to do the teaching-learning process and interact with the students. The role of the teacher in the learning process is as an educator, as a teacher and facilitator, as a guide, as a director, as a trainer, as a assessor, as the leader, as a didactic, as a colleague, as a initiator, as the initiator, teacher as a transmitter, as a mediator, and as an evaluator.

The fifth pillar is active learning which means a learning process to empower the students to learn by using various methods actively. Active learning applied in MIM PK Kartasura uses multiple intelligences approach so that the learning strategies used by the teacher attract the students' attention. According to the results of Utami's research (2009), active learning provides more opportunities for students to carry out learning activities rather than just accepting the lessons that are given. To make the learning more meaningful, the students must be actively involved in learning to construct their knowledge through their learning experiences. In this active learning the teacher acts as a facilitator. Therefore professional teachers are those mastering the material, being able to communicate well and innovatively, and being able to manage the class well (Muhlison, 2014; Muhajir, 2017). The implementation of active learning can improve the quality of learning specifically and the quality of education in general.

The sixth pillar is applied learning which means a learning that can be applied or utilized in real life. According to the research results conducted by Suryadi (2009), the implementation of applied learning qualitatively provides an increase in the quality and meaningfulness of learning, especially learning experiences that connect the students with their real life. It deals specifically with the work or actual workpieces based on the standard and specifications in the field. This applied learning has a positive impact on various parties, especially students involved in learning activities (Balasubramanian, Wilson, & Cios, 2018; Mohammed, 2018; Patria & Mutmainah, 2018). This kind of learning places knowledge into cognition, motor skills, and attitudes in real life. It aims to make the learning appropriate to be applied in practical learning.

The seventh pillar of humanism learning oriented towards multiple intelligences is management control. This pillar has a control cycle in the learning process starting from teaching planning, consultation, class observation and continuous analysis of improvements. Management control at MIM PK Kartasura was carried out by the Principal and Graduan Angel (Deputy Principal). Graduan Angel controls the performance of teachers at MIM PK Kartasura. Based on what was stated, the teacher administrative control is conducted every two months (Findlay et al., 2010; Nor Aishah, Salmah, & Ravi, 2016; Syukri, Soewarno, Halim, & Mohtar, 2018). Each teacher must make lesson plans and teacher administration such

as learning journals, assessment sheets, and teacher analysis books. Graduan Angel also controls learning through teacher supervision. Teacher supervision is conducted twice in one semester. Graduan Angel also assesses teachers and provides teacher report cards at the end of each semester. The teachers who get report cards on average score more than 180 will get a creativity allowance.

One of the management control mechanisms that can drive innovation is the interactive control system. However, the mechanism must be combined with other control mechanisms, namely the diagnostic control system, boundary control system, and belief system. Management control has an important role in creating innovation (Hanawa, Song, Mengyuan, & Inoue, 2017; Novaryatiin, Priyanto, & Masduki, 2006b; Sharif et al., 2018). Another aspect that needs to be considered is the behavior of leaders, namely respect, equality, and openness so that ideas as a basis for creating innovation can be revealed and criticized positively. Leader's commitment to implement control mechanisms is one of the keys to success, especially when implementing the interactive control system. Management control must be holistic not only at the operational level but also at the strategic level. Based on the results of observations and interviews, the principal of MIM PK Karasura is committed to creating innovations that make MIM teachers PK Kartasura be able to find creative ideas in teaching. The school principal provides 'teachers learn' activities by inviting creative and innovative off-school speakers.

The eighth pillar is the multiple intelligences system (MIS) which includes input, process, output. Input is done by not selecting the prospective students or in other words all students are accepted. After the quota is fulfilled, all students received will then be tested MIR (Multiple Intelligences Research). MIR test aims to determine the intelligence possessed by each student. In addition, MIR is also used for class mapping and selection of learning strategies. Teachers must implement the strategies based on the students' learning styles, so the learning process will attract students to learn enthusiastically and make them enjoy the learning (Chan, 2010; Gatab, 2011; Mustadi, 2017). The learning process in MIM PK Kartasura is carried out based on the students' learning styles by using interesting and varied learning strategies. The output of the graduates of PK Kartasura MIM uses authentic assessment which is a scoring assessment that includes three domains of students' abilities and assesses the learning process.

Implementation of Humanism Learning oriented towards Multiple Intelligence in Life Skills

Indicator is a very important aspect in implementing a learning program. The success of the implementation of humanism learning oriented towards multiple intelligences in MIM PK Kartasura can be seen from the achievement of educational goals in schools. MIM PK Kartasura has the goal to generate the people who love science, are creative, master basic abilities, have broad knowledge, are confident, communicative, have social concerns, love the environment and have faith and noble character. From these objectives, there are two aspects that become the focus of this research, namely generating communicative people and the people having personality. Both of these aspects include life skills, especially general life skills. The main design of this learning is based on communication skills and cooperative skills of the students at MIM PK Kartasura.

The implementation of this program is based on two main things which are the characteristics of humanism learning design oriented towards multiple intelligence in life skills. Life skills are based on two main things, namely communication skills and ability to work together. Students whose life skills have communication skills are shown by their skills in listening with empathy and conveying messages politely. Students whose life skills have cooperative skills are seen in their skills in helping other friends' difficulties, group, interact, join, and adapt to other friends.

Student's Life Skill in Communication Ability Empathy Ability

First, life skills in communication underlie the formation of students' character is their abilities to listen, to respond to their friends' statement and the ability to listen to their friends' opinions. Students' skills in responding to their friends' statements in religious elementary school students are illustrated through table 1. The students' skills to listen with a response is the ability of the students to respond well to other students who are talking, namely answering questions.

Table 1. *Students' Abilities in Responding well to their Friends who are Talking*

No	Aspect	Number	Percentage
1.	Willing to respond well to other students who are talking by answering questions from beginning to end with pleasure.	12	38,70%

2.	Willing to respond well to other students who are talking by answering questions only at the beginning of the activity.	13	42,00%
3.	Willing to respond well to other students who are talking, namely answering questions reluctantly and unhappily	6	19,35%
4.	Not willing to respond well to other students who are talking by answering questions.	-	-
Total		31	100%

Illustration in table 1 illustrates that the majority of MIM PK Kartasura students have the ability to respond well to other students who are speaking, namely by answering questions in sufficient categories. It is known that 38.70% of students are willing to respond well to other students who are talking, namely by answering questions from beginning to end with pleasure. 42.00% of students are willing to respond well to other students who are talking, namely answering questions only at the beginning of the activity. As many as 19.35% of students are willing to respond well to other students who are talking, namely answering questions but they scuple or show an attitude of displeasure.

Second, students' skills to listen with empathy is their students to listen to other students who are talking carefully. Below is the table shows the students' skills in MIM PK Kartasura to listen carefully to other students who are talking (Table 2).

Table 2. *Students' Skills in Listening Carefully to Other Students who are Talking*

No	Aspect	Number	Percentage
1.	Willing to listen carefully to other students who are talking from beginning to end with pleasure.	14	45,15%
2.	Willing to listen carefully to other students who are talking only at the beginning of the activity.	11	35,50%
3.	Willing to listen carefully to other students who are talking but they scuple or show an attitude of displeasure.	6	19,35%
4.	Not willing to listen carefully to other students who are talking.	-	-
Total		31	100%

The illustration in table 2 illustrates most of the students of MIM PK Kartasura have the ability to listen carefully to other students who are speaking in the good category. It is known that 45.15% of students are willing to listen carefully to other students who are talking from beginning to end. Moreover, 35.50% of the students are willing to listen carefully to other students who are talking only at the beginning of the activity. As well as 19.35% are willing to listen carefully to other students who are talking carefully but they scuple or show an attitude of displeasure.

Ability to Convey the Messages Politely

The second oral communication skill is to convey the message politely. Students' skills to convey messages politely can be known from three aspects. The first aspect of the students' skill in conveying messages politely is the students' ability to convey the messages interestingly. The students' ability in MIM PK Kartasura to convey the messages interestingly is as follows (Table 3).

Table 3. *Students' Abilities in Conveying the Messages Interestingly and Politely*

No	Aspect	Number	Percentage
1.	Able to convince listeners that the message delivered is important from beginning to end with pleasure.	11	35,50%

2.	Able to make messages delivered interesting at the beginning of the activity.	11	35,50%
3.	Able to make the message delivered interesting but they scruple or show an attitude of displeasure.	9	29,00%
4.	Not able to convince listeners that the message delivered is important.	-	-
Total		31	100%

As illustrated in Table 3, most of the students in MIM PK Kartasura have the ability to convey the messages that are delivered interestingly which is in a fairly good category. It is known that 35.50% of students are able to convince listeners that the message conveyed is important from the beginning to the end with pleasure. As many as 35.50% of the students are able to make the message delivered interesting at the beginning of the activity. A total of 29.00% of students are able to make the message delivered interesting but they scruple or show an attitude of displeasure.

The second aspect of students' ability to convey messages politely. The skills of MIM PK Kartasura students in convincing listeners that the message conveyed is important but politely is shown in table 4 below.

Table 4. *The Students' Abilities in Conveying the Messages Politely*

No	Aspect	Number	Percentage
1.	Able to convince listeners that the message delivered is important from beginning to end with pleasure.	10	32,30%
2.	Able to convince listeners that the message delivered is important at the beginning of the activity.	12	38,70%
3.	Able to convince listeners that the message delivered is important but they scruple or show an attitude of displeasure.	9	29,00%
4.	Not able to convince listeners that the message delivered is important.	-	-
Total		31	100%

Table 4 illustrates that most of the MIM PK Kartasura students convince the listeners that the message delivered is important. It can be seen that 32.30% of the students are able to convince listeners that the message conveyed is important from beginning to end with pleasure. As many as 38.70% of the students are able to convince listeners that the message delivered is important at the beginning of the activity. A total of 29.00% of students are able to convince listeners that the message delivered is important but they scruple or show an attitude of displeasure.

Based on the illustrations in tables 1, 2, 3, and 4, it can be seen that the learning done at the MIM PK Kartasura is able to provide maximum life skills. In other words, all students have mastery in oral communication skills, especially listening skills with empathy. The success of this learning is stated to be successful because 75% of students passed. Meanwhile, based on the multiple intelligences theory proposed by Yalmani (2013), Sanusi (2013), and Miller (2015), learning that is carried out with a enjoyable process will produce the results that can be maximized. It can be stated that humanism learning oriented towards multiple intelligence at MIM PK Kartasura has succeeded in forming students who have life skills, especially oral communication skills.

Students' Life Skills to Cooperate

Students' cooperation skills in MIM PK Kartasura can be seen from the following five aspects. Those five aspects are the attitude of responsibility in helping friends, the willingness to participate in group activities, the willingness to interact among friends, the attitude of students in collaborating with friends, and the desire to make relationships between friends.

The first aspect of students' cooperation skills is responsibility in helping friends. The students' skills of MIM PK Kartasura in being responsible for helping friends areas follows (Table 5).

Table 5. Responsible Attitude in Helping Friends

No	Aspect	Number	Percentage
1.	Trying to help friends having difficulties during learning activities from beginning to end with pleasure. Do not try to help friends with difficulties during learning activities.	8	25,80%
2.	Trying to help friends having difficulties during card learning activities only at the beginning of the activity.	14	45,30%
3.	Trying to help friends having difficulties during learning activities reluctantly or show an attitude of displeasure.	9	29,00%
4.	Not willing to help friends having difficulties during the learning activity.	-	-
Total		31	100%

Students' attitudes and responsibilities as shown in table 5 illustrate that the majority of MIM PK Kartasura students have an attitude of responsibility in helping friends in fair categories. It can be seen that 25.80% of the students help their friends having difficulties during science learning activities from beginning to end with pleasure. As many as 45.30% of students try to help friends having difficulties during science learning activities only at the beginning of the activity. As many as 29.00% of the students try to help friends having difficulties during science learning activities reluctantly or show an attitude of displeasure.

The second aspect of student cooperation skills is the willingness to participate in group activities. The skills of MIM PK Kartasura students in participating in group activities are as follows (Table 6).

Table 6. Willingness to Participate in Group Activities

No	Aspect	Number	Percentage
1.	Willing to carry out group activities during learning activities from beginning to the end with pleasure.	19	61,30%
2.	Willing to carry out group activities during learning activities only at the beginning of the activity.	6	19,35%
3.	Willing to carry out group activities during learning activities reluctantly or show displeasure.	6	19,35%
4.	. Not willing to carry out group activities during learning activities.	-	-
Total		31	100%

Students' participation ability as shown in table 6 indicates that the majority of MIM PK Kartasura students have the willingness to participate in group activities in a good category. It can be seen that 61.30% of students are willing to carry out group activities in science learning from beginning to end with pleasure (good category). As many as 19.35% of students are willing to carry out group activities in science learning only at the beginning of the activity (fair category). As many as 19.35% of students are willing to carry out group activities in science learning reluctantly or unhappily (poor categories).

The third aspect of student cooperation skills is the willingness to interact with friends. The students' skills in MIM PK Kartasura in interacting with fellow friends are as follows (Table 7).

Table 7. *Willingness to Interact with Fellow Friends*

No	Aspect	Number	Percentage
1.	Willingness to interact with fellow friends either with their group friends or other friends during learning activity.	9	29,00%
2.	Willing to interact only with the group friends during the learning activity.	16	51,60%
3.	Willing to interact only with certain friends during learning activity.	6	19,40%
4.	Not willing to interact with friends and only being alone during learning activity.	-	-
Total		31	100%

Most of MIM PK Kartasura students (Table 7) have the willingness to interact with friends in good category. It is known that as many as 29.00% of students want to interact with friends, both with their group friends and other friends during science learning activities (good category). As many as 51.60% of the students want to interact only with group members during science learning activities (fair categories). As many as 19.40% of the students want to interact only with certain friends during science learning activities (poor categories).

The fourth aspect of student cooperation skills is the students' attitude in cooperating with friends. The students' skills of MIM PK Kartasura in participating in cooperating with friends are as follows (Table 8).

Table 8. *Students' Attitudes in Cooperating with Friends*

No	Aspect	Number	Percentage
1.	Willing to cooperate well with group friends and other friends during learning activities through a pair of cards.	10	32,30%
2.	Willing to work together even only with a group mate during learning activities through a pair of cards.	13	41,90%
3.	Willing to cooperate only with certain friends during learning activities through a pair of cards.	8	25,80%
4.	Not willing to cooperate with other friends and only working alone during learning activities through a pair of cards.	-	-
Total		31	100%

Based on Table 8, it is shown that most of the students in MIM PK Kartasura have an attitude in cooperating with friends in fair categories. It can be known that 32.30% of students want to cooperate well with group friends and other friends during science learning activities (good category). As many as 41.90% of students want to cooperate even only with their group mates during science learning activities (fair categories). As many as 25.80% of students want to cooperate only with certain friends during science learning activities (poor categories).

The fifth aspect of student cooperation skills is the willingness to make relationships between friends. The student skills' of MIM PK Kartasura in the willingness to make relations between friends are shown as follows (Table 9).

Table 9. *Willingness to make relation among friends*

No	Aspect	Number	Percentage
1.	Willing to join together between friends in one group or other friends or only mingle with all of their classmates.	8	22,80%
2.	Willing to join even only with a group mate or just mingle with a group mate	16	51,60%

3.	Willing to join but only with certain friends or just mingle with certain friends	7	22,60%
4.	Not willing to join other friends or do not want to mingle with their friends	-	-
Total		31	100%

Based on table 9, it is shown that the majority of students in MIM PK Kartasura are willing to make relations between friends in fair categories. It is known that 22.80% of students are willing to join either friends of one group or other friends or mingle with all their classmates (good category). As many as 51.60% of students are willing to join even only with a group mate or just mingle with their group mates (fair category). As many as 22.60% of students are willing to join but only with certain friends or just mingle with certain friends (poor categories).

Prospect of Humanism Learning oriented towards Multiple Intelligences in Life Skills in the Era of Education Disruption

Learning implementation is influenced by many factors (Susilo, Kartowagiran, & Vehachart, 2018; Tan & Farashaiyan, 2012). Factors that support the implementation of humanism learning oriented towards multiple intelligences in the life skills of elementary school students are: (a) the majority of teachers at Kartasura PK MIM are young. Young teachers have high creativity in learning, are energetic, and keep learning so learning is always interesting, students are always appreciated, and students' life skills are always honed; (b) a supportive school environment for each teacher to compete in a good manner with the support of teacher report card; (c) the provision of creative teacher allowances for teachers who get a report card with a good predicate (score above 180); (d) school facilities and infrastructure that support teachers to carry out creative and innovative learning; and (e) the provision of learning teacher activities in the second and fourth week which enrich the knowledge of all teachers in the implementation of humanism learning oriented towards multiple intelligences. In addition, the teacher learning activities become a forum to share between teachers in implementing humanism learning oriented to multiple intelligences.

The logical consequence of these supporting factors is that the implementation of humanism learning oriented towards multiple intelligences in life skills in elementary schools is needed, namely: (a) the division of classes based on good linguistic and kinesthetic intelligence; (b) the adjustment of strategies, learning materials, and learning styles; (c) teacher creativity; and (d) curriculum flexibility.

The current finding becomes an abstraction of previous previous studies (Bilal et al., 2018; Hanafin, 2014; Rubini, Pusiasari, Ardianto, & Hidayat, 2018; Salehi & Gerami, 2012). The implementation of humanism learning in secondary school sfaces up a number of obstacles (Sanusi, 2013), namely: (a) some students have difficulty in understanding subjects, (b) consideration of promoting and not promoting to the next classes for the students who have difficulty in understanding learning material, while Nine-Year Compulsory Learning policy requires them to always pass the standard in learning, (c) some students are still less enthusiastic in learning, (d) there are external influences of student behavior, (e) boredom in learning, (f) there are the students who do not consider the teacher as their parents at home, and (g) there are still teachers who are not used as models in lesson study.

The implementation of humanism learning oriented towards multiple intelligence that has been conducted is quite good. This can be seen from the students' enthusiasm in participating in teaching and learning activities. Students feel happy in participating in learning. According to the multiple intelligences theory proposed by Howard Gardner (Yalmani, 2013; Thambu, Prayitno & Zakaria, 2020), learning done pleasantly it will produce the best output.

So far, many schools in Indonesia only concern on the students' cognitive abilities in learning. Whereas, it is something that is avoided by schools based on multiple intelligences such as MIM PK Kartasura. Based on the data obtained in this study which is in the form of students' life skills, it can be seen that humanism learning oriented towards multiple intelligences can the equip students to face the current and future era of corruption. However, the school must always evaluate the implementation of humanism learning oriented towards multiple intelligences so that it consistently improves.

In facing the current era of corruption, the school should hold an evaluation of the implementation of humanism learning oriented towards multiple intelligences. It is in a purpose to make humanism learning oriented towards multiple intelligences in MIM PK Kartasura continues to increase in the future both in terms of quality and quantity.

The effort that can be made to make the implementation of humanism learning oriented towards multiple intelligences at MIM PK Kartasura continue to increase in the future both in terms of quality and

quantity is to fix and improve the quality of human resource teachers. This is consistent with previous researches stating that the role of teachers in implementing learning with multiple intelligence approaches is not only to transfer knowledge based on their competencies, but also to provide more meaningful learning (Hanafin, 2014; Jingna, 2012; Tan & Farashaiyan, 2012). The best teacher has a role that always reflects the expected behavior in various interactions, both with students (primarily), fellow teachers, and teaching seen as central role (Findlay, 2010; Farlane, 2011; Hanafin, 2014). Whether it is realized or not, half of the teacher's time and attention are mostly devoted to work in the learning process and interact with students. The role of the teacher in the learning process is the teacher as an educator, as the teacher and facilitator, the guide, the director, as the trainer, as the assessor, as the leader, as a didactic, as a colleague, as the initiator, as a transmitter, as a mediator, and as an evaluator.

Professionalism is the critical key for the teacher success in the teaching-learning process. According to Muhlison (2014), professional teachers are someone who has special skills or abilities to guide and foster students intellectually, spiritually, and emotionally. There are two competencies that must be possessed by the teacher, namely personality competence and professionalism (Wardono, 2015; Wangsa, 2017; Usman, 2017). In addition to personal competence, a professional teacher is also required to master the competence of his obligations as a teacher, namely professional competence (Hammani Babangida Fatima, 2017; Leksono, Rustaman, & Redjeki, 2013; Sumarni & Semarang, 2016). A professional teacher is required to know and implement two main things, namely the foundation of education and arrangement of teaching program. In the context of professionalism in religious-based schools such as MIM PK Kartasura, the main foundation is in the form of vocation and expertise. According to Islamic teaching, vocation or dedication and expertise must be done because of Allah SWT (Al-Kalbani, 2015). This will measure the extent of sincerity in action. Every job, including a teacher, must be done professionally. Thus, the two main things to be professional are dedication and expertise that accompany the responsibility for the formation of teacher professionalism in the perspective of education in Islamic schools.

CONCLUSION

The final conclusion of this study is that the pillars in the implementation of humanism learning oriented towards multiple intelligences are character education, agent of change, the best process, the best teacher, active learning, applied learning, management control, and multiple intelligences systems (MIS). The student's life skills resulting from humanism learning oriented towards multiple intelligences schools in the school with excellent program can be done through eight pillars. Those eight pillars are character education, agent of change, the best process, the best teacher, active learning, applied learning, management control, and multiple intelligences systems (MIS).

Primary school with excellent program that uses humanism learning and multiple intelligences approach has good life skills of the students. The percentage of students who have life skills to listen with empathy is 51.60% (very good category), to convey messages politely is 45.20% (very good category), and to cooperate is 38.70% (very good category).) The percentage of upper-class students who have life skills namely the skill to listen with empathy is 62.50% (very good category), to convey the messages politely is 71.90% (good category) and to cooperate is 65.60% (very category well). Meanwhile, the percentage of lower-class students who have life skills to listen with empathy is 51.60% (very good category), to convey messages politely is 45.20% (very good category), and to cooperate is 38.70% (very category). Overall, humanism learning oriented towards multiple intelligence approach can encourage life skills for students in elementary schools. Therefore, this learning design is an alternative as a foundation that can foster community life skills for students in secondary schools in the era of global communication and computing and the era of educational disruption.

The implementation of humanism learning oriented towards multiple intelligences approaches is strongly influenced by the ability of good teachers, a good teacher competition environment, the existence of teacher report cards, and the availability of adequate facilities and infrastructure. Therefore, a class division system that considers the proportion of cognition-psychoomotor-creativity abilities, innovative strategy adjustments, and a dynamic curriculum in accordance with the context of change are important aspects of this learning.

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