

### CHAPTER III

## GENERAL DESCRIPTION OF SEKOLAH DASAR ISLAM CREATIVE BANJARBARU

#### A. Profile Of Sekolah Dasar Islam Creative Banjarbaru

Yayasan Bina Cerdas Insani was founded on October 2015. Yayasan Bina Cerdas Insani, in its journey, has desire to support the development of education in Banjarbaru City by embracing Islamic values and love nature, for that Sekolah Alam SD Islam Creative (SDIC) was then founded from 2016 until now. Sekolah Alam SDIC was founded to support Islamic education programs in the Banjarbaru City with excellence programs based on *Tahfîz Al-Qur'an* and they learn using multiple intelligences.<sup>1</sup>

So, Mr. Muhammad Iskandar, as the principal of SDIC together with the institution took the initiative to set up a child-friendly school, where there is no test, there is no term for not going to grade, just see how the condition of the child, that means every child in any condition receives the same instruction as the other child, this is also part to the application of multiple intelligence. The initial concept is to create school that understands the child's needs according to its development, then how the children with special needs are also accepted here, which is called inclusion. The response from the community and parents, *Alhamdulillah*, is good, this can be seen from the student admissions. There were only 9 students who entered this school and all average children with special needs, and the next year 60 children entered this school.<sup>2</sup>

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<sup>1</sup><https://sdic-banjarbaru.sch.id/>, accessed on Wednesday, May 19 2021.

<sup>2</sup>Personal Interview with Ustaz Holisodin as the Principal of SD Islam Creative Banjarbaru, On Tuesday 25 of February 2021, time 10: 18 PM.

SDIC is a school-based on multiple intelligences by supporting the potential of each student which will then be directed to maximize their talents and interests by integrating Islamic values in every activity of the teaching and learning process, to create a Qur'anic generation, intelligent, creative, independent, character, and love nature. Sekolah Alam SD Islam Creative synergizes the concept of integrated Islamic education, full-day school, and nature school which is supported by building and area facilities designed based on the concept of nature school education that is environmentally friendly and safe for children.

SDIC is also one of the inclusion schools in Banjarbaru City that provides services to every student, both regular and children with special needs which we usually call “special children” who are supported by Special Mentor Teachers in all of the classes consisting of regular students and maximum of two special students. Special children mean children who have developmental disorders – and children classified as Special Intelligent and Special Talents.

SDIC uses the National Curriculum, namely Curriculum 2013 (K-13) plus curriculum that characterizes SDIC such as *Tahfīz al-Qur'ān*, Arabic, English, and the Character Building will support students to increase their potential by multiple intelligences method using a learning approach. Such as active learning, discussion, practice, outdoor teaching, audio-video learning, and home visits. Every day students are also accustomed to using English, Arabic, and Japanese at certain times, which have been introduced since first grade.

The learning process always begins with the opening by singing the compulsory song mars of SDIC, singing classes are led in turns, where this builds to leadership character, confidence, responsibility, and independence. Every opening student is also given motivation before starting learning. This process aims to build student's character so that are they brave to give ideas, increase self-confidence, and

create a pleasant atmosphere of learning. At the end of the learning activity, it is always closed by repeating the lessons that have been given, giving the motivation to study at home and instilling Islamic values during activities on school grounds and outside school grounds. The process of opening and closing creates a space for students and teachers to have each other; teachers can get to know student's characters more personally and intensely. The process of opening and closing creates the character of students who are confident, brave in giving ideas, working together, and increasing awareness.<sup>3</sup>

## B. The Visions, Missions, and Purposes

### 1. The Visions of School

As an educational institution that seeks to create a generation of Al-Qur'an that is intelligent, creative, independent, has character, and loves nature.

### 2. The Missions of School

- a. Using active, creative, effective, and fun learning strategies that are packaged in the concept of edutainment learning.
- b. Accustoming the students to read the Qur'an and daily prayers.
- c. Accustoming the students to be orderly, polite, and faith than fear God.
- d. Realizing outstanding student, have an independent attitude, active, creative, innovative, have character, and love nature.
- e. Supplying the material called transforable knowledge and life skills, namely exploring information and making decisions.
- f. Developing Islamic learning both in theory and practice in everyday life.
- g. Supplying the students with skills as armed for life in the community.

### 3. The Purposes of School

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<sup>3</sup><https://sdic-banjarbaru.sch.id/>, accessed on Wednesday, May 19, 2021.

Referring to the school's vision and mission, as well as the general purpose of basic education, the school's purpose in developing this education, are as follows:

- a. Availability of sustainable creativity development system.
- b. Availability of creative curriculum.
- c. Availability of strategic plan.
- d. Availability of school operational standards.
- e. The implementation of sustainable training for educators and education staff.
- f. Implementation of recruitment educators and education staff according to standards.
- g. The realization of an Islamic school environment and conducive to learning.
- h. The implementation of '*aqidah* and *akhlâqul karîmah* development for students.
- i. Availability of development system towards a competitive attitude in the era of globalization.
- j. The implementation of activities following the Olympics.
- k. Availability of technology-based learning development system.
- l. The implementation of active, creative, effective, and fun learning that is packaged in the concept of edutainment learning.
- m. The implementation of learning that applies skills and experiments as well as research.
- n. The implementation of the system to develop life skills model.
- o. The implementation of multiple intelligence models in learning.
- p. Availability of system for development students who care about the environment.
- q. The implementation of environmental sustainability curriculum.
- r. Completing of learning facilities and infrastructure.

- s. Keeping of educational infrastructure
- t. Creating an 8K environment (safety, orderliness, cleanness, beauty, shade, discipline, health, and kinship)
  - 1) Realizing school safety efforts
  - 2) Realizing the orderliness of the school environment
  - 3) Realizing school cleanliness
  - 4) Keeping the beauty of the school
  - 5) Realizing the shade of trees in the school environment
  - 6) Established discipline for every resident
  - 7) Realizing of Student Health Unit
  - 8) Keeping kinship between school residents.<sup>4</sup>

### C. The Type Of School

#### 1. Nature School

In Indonesia, the nature school is a choice of education, as happened in South Kalimantan Province. Nature school is a school designed to be filled with shady trees, classrooms made of trees and open, learning processes in the open, and interesting facilities and infrastructure. The children not only learn in the classroom but also outside the classroom.<sup>5</sup>

One of them is Sekolah Dasar Islam Creative Banjarbaru, a school with the theme of nature. The nature school is an alternative school that is not much known by many people, and we rarely find it around us. Most of the nature schools do not use walled buildings, but directly take advantage of the open nature to learn students also more practice than memorize the various theories. The nature school emphasizes

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<sup>4</sup>Iskandar Zulkarnain, *Kurikulum Darurat Tahun Pelajaran 2020-2021 SD Islam Creative*, (Banjarbaru: t.p., 2020), 21-22.

<sup>5</sup>Willy Ramadhan, "Sekolah Alam di kalsel: Latar Belakang, Ekspetasi, dan Persepsi," *Madrasah Jurnal Pendidikan dan Pembelajaran Dasar*, Vol. 12, No. 1, 2019, 48.

interactive learning methods to open their imagination and creativity more broadly, encourage students to find out, find the solutions, and analyze things more deeply so that students become more critical and creative. Even in natural schools, the emphasis is not on values, but also on behavior/morals, learning processes, and child development. Students get grades from teachers through daily interactions. Because the emphasis is not on values, children with special needs can also enter here, such as students with autism and hyperactivity.<sup>6</sup>

This natural environment also more or less affects the effectiveness of learning and memorizing the Qur'an for students. The environment cool, safe, and away from the noisiness, making the nature school a comfortable and quiet place. A good place and a good memorizing environment are essential factors in memorizing the Qur'an.<sup>7</sup>

Among the advantages of natural schools, namely:

- a. Fun and interesting nature-based school concept for children
- b. Prioritizing religious values, morals, and creativity
- c. Regulations are more flexible than public schools
- d. Don't differentiate the social status and condition of the child
- e. The children have a strong religious foundation and good morals
- f. The children have independence and social intelligence
- g. To direct the children to have their own talents and creativity.<sup>8</sup>

## 2. Inclusion School

According to Permendiknas, number 70 of 2009, inclusion education is defined as an education system that gives opportunities for all students who have

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<sup>6</sup>Silvia Tabah Hati, "Model Pendidikan Karakter yang Baik di Sekolah Alam," *Ijtima'iyyah Jurnal Ilmu Sosial dan Budaya*, Vol. 1, No. 2, 2017, 2.

<sup>7</sup>Umar al-Faruq, *10 Jurus Dahsyat Hafal al-Qur'an* (Surakarta: Ziyad Books, 2014), 74.

<sup>8</sup>Willy Ramadhan, "Sekolah Alam di kalsel.....", 49.

disabilities and have the potential for intelligence or special talents to participate in education or learning in an educational environment general.<sup>9</sup> The presence of inclusions school is an effort to erase the boundaries that have appeared before in society, namely children with special needs must school to special schools as well. With the inclusion school, children with special needs can school to regular schools like other normal children.<sup>10</sup>

Inclusion education makes difference in something beautiful and makes it strength. Inclusion education has been recognized and accepted by the Muslim community. In the conception of Islam, it has actually taught that we do not discriminate in the treatment of persons with disabilities, this can be seen in the Qur'an, namely *Sûrah an-Nûr*: 61 which reads:

لَيْسَ عَلَى الْأَعْمَىٰ حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ  
وَلَا عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ  
أُمَّهَاتِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ أَعْمَامِكُمْ  
أَوْ بُيُوتِ عَمَّاتِكُمْ أَوْ بُيُوتِ أَخَوَالِكُمْ أَوْ بُيُوتِ خَالَاتِكُمْ أَوْ مَا مَلَكَتُمْ  
مَفَاتِحَهُ أَوْ صَدِيقِكُمْ ۚ لَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَأْكُلُوا جَمِيعًا أَوْ  
أَشْتَاتًا ۚ فَإِذَا دَخَلْتُمْ بُيُوتًا فَسَلِّمُوا عَلَى أَنْفُسِكُمْ تَحِيَّةً مِّنْ عِنْدِ اللَّهِ

<sup>9</sup>Imam Yuwono dan Utomo, *Pendidikan Inklusif Paradigma Pendidikan Ramah Anak* (Banjarmasin: Pustaka Banua, 2016), 5.

<sup>10</sup>Jamilah Candra Pratiwi, "Sekolah Inklusi untuk ABK Tanggapan Terhadap Tantangan Kedepannya," *Jurnal Prosiding Ilmu Pendidikan*, Vol. 1, No. 2, November, 2015, 239.

مُبْرَكَةً طَيِّبَةً ۚ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ الْآيَاتِ لَعَلَّكُمْ  
تَعْقِلُونَ ﴿٦١﴾

*“There is no restriction on the blind, nor any restriction on the lame, nor any restriction on the sick, nor on yourselves, if you eat from your houses, or the houses of your fathers, or the houses of your mothers, or the houses of your brothers, or the houses of your sisters, or the houses of your father’s brothers, or the houses of your father’s sisters, or the houses of your mother’s brothers, or the houses of your mother’s sisters, or (from that) whereof you hold keys, or (from the house) of a friend. No sin on you whether you eat together or apart. But when you enter the houses, greet one another with a greeting from Allah (i.e. say السلام عليكم As-salâmu ‘Alaykum – peace be on you)<sup>11</sup> blessed and good. Thus Allâh makes clear the Ayât (these Verses or your religious symbols and signs) to you that you may understand.”<sup>12</sup> (Q.S. an-Nûr:61)*

This verse implies that God does not discriminate between conditions, circumstances, and abilities of person in everyday life. So it is very clear that as His creation every human being must accept differences as a gift from the Creator, there are male and female, some are disabled and some are not disabled. Thus inclusion is a natural tendency that must be human obligation in living life and living with love.<sup>13</sup>

#### D. Basic of Education

##### 1. Al-Qur’an

<sup>11</sup>If there is nobody in the house say peace be upon us and on the righteous slaves of Allah ‘السلام علينا وعلى عباد الله الصالحين’.

<sup>12</sup>Muhammad Taqîud Dîn al-Hilâlî and Muhammad Muhsin Khân, *Translation of The Meanings of The Noble Qur’an in English language* ....., 477.

<sup>13</sup>Imam Yuwono dan Utomo, *Pendidikan Inklusif Paradigma Pendidikan Ramah Anak* ....., 18-20.



Based on the goal of national education, namely making students into human beings who believe and fear to God. The basic foundation is one line with the development of students at Sekolah Dasar Islam Creative Banjarbaru, namely put up the Qur'anic generation. Because the Qur'an is the source of all knowledge. Al-Qur'an is the basic foundation of human life and also as an encyclopedia for everyday life. In addition, in essence, the Qur'an is a guide for human life, be it the life of the world, especially the life of the hereafter.

Therefore, SD Islam Creative makes the Qur'an as the main material in learning. So, that everyday learning activities will begin with reading the Qur'an which is arranged according to schedule set for each class. This Qur'anic material uses the *Ummi* method which was initiated by the Surabaya Foundation. The teachers have conducted training in using this method. So the teachers who will teach this method have been certified by the *Ummi* Foundation.<sup>14</sup>

## 2. Multiple Intelligences

Multiple Intelligences is double intelligence or compound intelligence. Everyone with different intelligence tendencies owns this intelligence potential. Multiple Intelligences is an effort to achieve particular competencies by optimizing the eight bits of intelligence owned by humans. The MI concept focuses on the uniqueness of always finding the surplus of each child, this concept believes that no child is stupid.<sup>15</sup> Because basically, every human being has one or more dominant intelligence. In practice, teachers must be more varied in choosing teaching strategies that suit students learning styles.<sup>16</sup> Howard Gardner first discovered multiple

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<sup>14</sup>Iskandar Zulkarnain, *Kurikulum Darurat Tahun Pelajaran 2020/2021 SD Islam Creative.....*, 14.

<sup>15</sup>Munif Chatib, *Sekolahnya Manusia : Sekolah yang Berbasis Multiple Intelligences di Indonesia* (Bandung: PT. Mizan Pustaka, 2012), 92.

<sup>16</sup>Karim Santoso Masri, "Aplikasi Teori Multiple Intelligences pada Sistem Manajemen Pembelajaran di SDIT Insan Mandiri Jakarta", *Disertasi* (Jakarta: UIN Syarif Hidayatullah, 2016), 11.

intelligences (MI) in 1983. He is a psychologist at Harvard University who studies some physical abilities but has intelligence that others do not have.

The development of intelligence theory in the field of modern psychology has made Munif Chatib study and explore Multiple Intelligences from Prof. Howard Gardner. The first research was conducted from 2000 to 2002 by meeting respondents examining the habits of the respondents in the form, choices, or conducting questionnaire for certain activities. The results of his research have gone through a validation test and the copyright has been registered with the Department of Law and Human Rights of the Republic Indonesia with creation registration letter No: C1020000001. Munif Chatib founded NEXT EDU in Surabaya, an educational consulting agency and on 2015 founded the School of Human model school in Cibubur Bekasi.

Based on these, we cannot judge a person's intelligence from one area of intelligence alone. For example, someone who is not good at counting, maybe he is good at talking, people who are good at making speeches are not necessarily good at counting. School or educational institutions cannot punish their students by calling them smart, stupid, naughty, or otherwise.

SD Islam Creative Banjarbaru has the concept of "all smart children" which must be inspired by all school members. So, when the teacher teaches the students no thinks again this child is smart, or stupid. On the other hand, the teacher in teaching will try to find what can be extracted from the student's intelligence, or better known as discovering ability. The teacher will begin to enter the information to his students from things that are calming and make it easier for students. In other words, the teacher's teaching style will be the same as the child's learning style, and there will be no more teachers who impose their will on students when teaching.

According to the theory of Multiple Intelligences, there are 8 bits of intelligence, namely:

1. Linguistic or language intelligence
2. The logic of math intelligence
3. Interpersonal intelligence or social intelligence
4. Intrapersonal intelligence
5. Naturalist intelligence or nature/environmental intelligence
6. Kinesthetic intelligence or movement intelligence
7. Visual-spatial intelligence and image intelligence
8. Music intelligence

To find out the intelligence potential of students, SD Islam Creative conducted observations named MIR (Multiple Intelligences Research) which education practitioner Munif Chatib developed. MIR is carried out at the time of admission of new students. Teachers who have been certified as MIR interviewers will observe the parents and students with the instruments provided by Next Edu and the results of the interviews will be analyzed by Next Edu as the institution that developed this MI. Then the class division was carried out based on the analysis of the MIR results.

The benefits uses of MIR for schools and teachers are as follows:

1. The teacher will easily in class management
2. The teacher will easily to understand the child's character
3. The teacher will easily arrange or mapping the class
4. The teachers will easily adapt in choosing teaching strategies in lesson plans

The benefits of MIR for parents are:

1. The parents will know the intelligence potential of their children from many intelligences. So that parents believe that their children are smart and have potential.

2. The parents will know their children's hidden talents, which are expected to be developed.
3. The parents will know the ways and patterns of communication approaches to their children.
4. The parents know the recommended creative activities to do with their children.
5. The parents know the type of games that are accordance with their children's intelligence tendencies, so they can continue to develop well.

All parents of students will receive the MIR results in their potential intelligence reports accompanied by a manual on how to read and apply the MIR results. Then the school will socialize the MIR report during parenting activities. Furthermore, every student's parents will be given a schedule of consultations by the principal for further counseling regarding the condition of their students in more detail based on the results of the MIR conducted.

#### E. Excellence Program

##### 1. Teacher Development Activities:

- a. Development, Training, and Workshop
- b. Teacher Working Group
- c. Recitation, *Tadarus* and *Tahfiz*
- d. English Club
- e. Technology and Information Training
- f. Student Development Activities :

##### Qur'anic Generation Development Program:

- 1) Accustoming of reading the Qur'an

- 2) *Tahfîz al-Qur'ân*
- 3) Memorizing Hadith and daily prayers
- 4) Learning the Qur'an with the *Ummi* method
- 5) Opening and closing
- 6) *Dhuhâ* prayer
- 7) Congregational prayer
- 8) English and Arabic program
- 9) Lunch together at school
- 10) Memorizing the vocabularies
- 11) Memorizing short of *Sûrah*.<sup>17</sup>

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<sup>17</sup><https://sdic-banjarbaru.sch.id/>, accessed on Wednesday, May 19, 2021.