Creation of the Esqk Learning Model as an Effort to Improve Multi Intelligence

Ujang Maulana Yusup
Universitas Pendidikan Indonesia

Article Info	Abstract
	The increase in students' multi-intelligence lies in the ability and quality of the applied learning process. The learning process will be more meaningful if it has a balance between knowledge, attitudes and skills. One learning model that is able to apply balance is ESQK which is a combination of several intelligence abilities IQ, EQ, SQ and kinesthetic intelligence which become one unit with the aim of increasing multiple intelligences. There are four skills that must be improved in learning to be successful in life 1) creative rational thinking skills, 2) emotional management skills, 3) skills to find meaning in life in all events, and 4) dynamic physical management skills. ESQK was developed based on current theories about how students should learn meaningfully so that it can be applied in the real world. This model is a model that is easy for teachers to use and can provide opportunities to develop creative learning models that can increase students' multiple intelligences.
Info Artikel	**Abstrak**
	Peningkatan multi kecerdasan siswa terletak kemampuan dan kualitas proses pembelajaran yang diterapkan. Proses pembelajaran akan lebih bermakna apabila memiliki keseimbangan antara pengetahuan, sikap dan keterampilan. Salah satu model pembelajaran yang mampu menerapkan keseimbangan adalah ESQK merupakan gabungan dari beberapa kemampuan kecerdasan IQ, EQ, SQ dan kecerdasan kinestetik yang menjadi satu kesatuan dengan tujuan meningkatkan multi kecerdasan. Ada empat keterampilan harus ditingkatkan dalam pembelajaran untuk dapat sukses dalam kehidupan 1) keterampilan berfikir rasional kreatif, 2) keterampilan mengelola emosi, 3) keterampilan mendapatkan makna hidup dalam semua peristiwa, dan 4) keterampilan mengelola fisik yang dinamis. ESQK dikembangkan berdasarkan teori pada masa kini tentang bagaimana siswa seharusnya belajar yang bermakna sehingga bisa diaplikasikan dalam dunia nyata. Model ini merupakan model yang mudah untuk digunakan oleh guru dan dapat memberikan kesempatan untuk mengembangkan kreativitas model pembelajaran yang mampu meningkatkan multi kecerdasan siswa.

Corresponding Author:
Ujang Maulana Yusup
Universitas Pendidikan Indonesia

1. INTRODUCTION

The ESQ concept consists of the concepts of intellectual (IQ), emotional (EQ) and spiritual (SQ) intelligence (Agustian, 2005, p. 17). Intellectual intelligence is a measure of a person's intellectual, analytical, logical and rational abilities. IQ is the brain's intelligence for receiving, storing and processing information into facts. Emotional intelligence is the ability to recognize one's own emotions, regulate or manage emotions, motivate oneself, recognize other people's emotions and build relationships with other people. Spiritual intelligence is a person's ability to manage and interpret spiritual values in their life. These three abilities are often improved in the learning process, but many people have different perceptions stating that students who are smart at school with good report cards do not necessarily become successful people at work or in society, in other words, success in life and achievement. at school it cannot be measured by the value of intellectual intelligence, people who have high intellectual abilities are not necessarily successful in work or in society. Therefore, intellectual intelligence must be balanced with emotional and spiritual intelligence. The stages of implementation are for junior and senior high school students, where they can be seen from the development of cognitive, affective and psychomotor characteristics and have the ability to coordinate three types of abilities, both stimulantly and

sequentially. The character of students at this time is characterized by being creative individuals, having great curiosity, liking to ask questions, high imagination, broad interests, not afraid to make mistakes and free thinking. Understanding the characteristics of students is necessary in order to help students carry out these developmental tasks optimally, so that students have life skills and are able to live a realistic life according to their potential. The role of teachers in educating students certainly has very diverse potential. Therefore, learning should be more directed at creative learning processes using divergent thinking processes (thinking processes in directions that produce many alternative solutions) and convergent thinking processes (thinking processes looking for the single most appropriate answer). This context is the same as the teacher's role in the 2013 curriculum, acting as a facilitator rather than a director who determines everything for students. The teacher as a facilitator motivates students more to develop initiative in developing their thinking. Teachers must be more open to accepting ideas from students and make more efforts to eliminate students' fears and anxieties that hinder creative thinking. All of this will enable students to develop their intelligence potential optimally, so teachers need to develop learning concepts to motivate students' development better.

The ESQ concept is a concept that tries to help teachers in conveying or implementing learning, in a learning activity that involves a lot of students' feelings. While some teachers are comfortable with two or three intelligences, teachers seek to incorporate additional capacities that involve risk and flexibility. The results achieved from this effort are the development of all the potential that students have. This can lead to teacher satisfaction, while students become more enthusiastic in learning. This will be seen in students' active involvement emotionally, spiritually and their achievements will increase, while their insight into intellectual abilities will develop better. Educational services to develop students' development well can be carried out through the 2013 curriculum by implementing a character-based education program so that students are able to improve their intelligence abilities in accordance with their character. In schools, a curriculum that uses intelligence is important to develop, because several studies show that involving intelligence in learning shows the development of students' potential significantly (Uno, 2008. pp. 58-59). By developing the ESQ concept in the 2013 curriculum slowly but surely, future educational outcomes will increase, both intellectually, emotionally and spiritually.

The relationship between the ESQ concept and the 2013 curriculum is seen from three cognitive domains, in the implementation of the 2013 curriculum it is oriented towards thinking abilities which include simpler IQ intellectual abilities, namely remembering, to the ability to solve problems which require students to connect and combine several ideas, notions, methods or procedures learned to solve the problem. Thus, in the cognitive domain in the 2013 curriculum, students are given the opportunity to search for themselves. The relationship between EQ and SQ with the affective domain in the 2013 curriculum is related to attitudes, meanings and behavior such as feelings, interests, attitudes, emotions and values. In the affective domain in the learning process, students are expected to be able to respect each other between peers and teachers, accept suggestions and opinions from other people, be open-minded in every problem, have a leadership spirit, be able to organize in organizing a member, characterize with one value, apply value and meaning in everyday life.

The last domain in the 2013 curriculum is the psychomotor domain which is related to skills or the ability to act after someone has received certain learning experiences. These psychomotor learning outcomes are actually a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (which only appear in the form of behavioral tendencies). The psychomotor domain is related to physical activity, for example running, jumping, painting, dancing, hitting, and so on. Skills learning outcomes can be measured through (1) direct observation and assessment of student behavior during the practical learning process, (2) after participating in the lesson, namely by giving tests to students to measure knowledge, skills and attitudes, (3) some time after learning is completed and later in the work environment. The psychomotor domain has no relationship with the ESQ concept, therefore there is a need for a relationship with other intelligence concepts to improve practical learning.

The ESQ concept is a form of aligning the needs for worldly and hereafter interests as a two-dimensional living creature. By borrowing the term mono-dualism, an effective idea is configured between worldly concepts that require emotional sensitivity and good intelligence on the one hand, with vertical spiritual mastery as spiritual inspiration (Agustian, 2005. pp. 384-385). The function of the ESQ concept is to improve students' personalities in terms of knowledge, emotion and spirituality which shapes students' character to be better and more balanced so that they don't just think logically but have a sense of empathy, care for other people and a sense of love for friends and their environment. It is useful for students to know the concept of ESQ to foster leadership and personality development with the aim of forming students' character to be strong which combines the concept of intellectual intelligence (IQ) which functions "What I Think" to manage physical thinking, practice in learning materials, emotional intelligence (EQ) which functions "What I Fell" to manage social wealth in learning and spiritual intelligence (SQ) which functions "Who am I" to manage spiritual wealth in an integrated and transcendental manner. Learning is expected to produce quality students who can balance IQ, EQ and SQ. This is a demand to keep up with developments in science and technology in the future.

In line with the opinion above that the ESQ concept in learning is an integrative educational concept which not only relies on developing students' cognitive domain (IQ), but also on instilling ethical, moral and spiritual values, including in the affective domain (EQ and SQ), However, in the 2013 curriculum assessment, there is a psychomotor domain that is related to students' movement skills and creativity, while in the ESQ concept there is no psychomotor domain, therefore other intelligence abilities are needed that support the success of student development. This is a challenge for creativity and innovation to create a learning model that is able to support the improvement of multi-intelligence.

2. RESEARCH METHOD

The method used is descriptive analysis with a qualitative approach examining a condition of increasing multi-intelligence, resulting in a system of thought, namely the ESQK learning model. The aim of descriptive research is to accurately describe the ESQK model which is related to the ESQ concept, the 2013 curriculum and multi-intelligence. Implemented in practical subjects as a means of improving multi-intelligence.

3. DISCUSSION

3.1 ESQ concept

ESQ education is a child's personality development package. Children's educational needs are not just to fill them with knowledge, but also to apply benefits for a meaningful life by actualizing one's potential as best as possible in the midst of an ever-developing civilization (Imam Mawardi, 2008, p. 2). Therefore, it is the responsibility of parents and educators to increase emotional and spiritual intelligence with appropriate parenting patterns according to the child's maturity level through habituation, example and creating a conducive environment so that they become emotionally intelligent (EQ) humans, namely heart intelligence related to by controlling impulsive, aggressive and spiritually intelligent desires (SQ), namely the intelligence to place behavior and life in the context of meaning and value. In education, the concept of developing a child's personality is the main goal besides intellectual development. The three things that are priorities in the 2013 education curriculum, as formulated (Benyamin S. Bloom, 1956), are cognitive, affective and psychomotor which are packaged nicely in the life skills program. which must increase in students in a better direction. For this reason, teachers need to give something new to students. In the cognitive aspect, the expected change in behavior is that students will become knowledgeable, understand what is known, be able to apply what is understood, be able to analyze problems based on understanding theories and concepts, be able to carry out synthetic analysis and be able to assess and take a stance based on that knowledge. The affective aspect is expected to change attitudes based on positive life values. As for the psychomotor aspect, students are expected to increase their skills.

Therefore, at a macro level, education must accommodate the ability to educate, guide and train in an integrated and continuous manner within the student's personal whole.

Based on the opinion above, education does not require students to just reason and memorize learning, but provides a stimulus for students to think rationally, have a social mentality, and interpret the value of every knowledge they gain for the survival of their life in the future. The balance of IQ, EQ and SQ intelligence in junior and senior high school students needs to be implemented and developed because physical characteristics are the initial stage of students becoming teenagers who are vulnerable to poor social development, so they need to be given knowledge to strengthen their own basic principles (Ministry of Education and Culture, 2013). The 2013 curriculum is designed to strengthen student competencies in terms of knowledge, skills and attitudes as a whole. This integrity is the basis for formulating basic competencies for each subject, emphasizing the importance of balancing attitudes, knowledge and skills. Therefore, in the learning process a model is needed that is able to increase creativity to achieve these three domains. The ESQ concept, a combination of IQ, EQ and SQ, which has the same goal of strengthening knowledge, skills and attitudes, is almost in line with the objectives of the 2013 curriculum. This concept was popularized by human resource practitioners in Indonesia by Ary Ginandjar Agustian in the media in 2000. The ESQ concept is a convergence between working principles of emotional intelligence (EQ) and spiritual intelligence (SQ) (Agustian, 2005, p. 17).

3.2 ESQ Based Learning Strategy

Kemp (1995) in Sanjaya (2006, p. 126) explains that learning strategies are learning activities that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently. ESQ-based learning strategies are classified into three, namely, first, indirect learning strategy, which is a learning strategy designed so that students are able to understand a lesson and are able to describe the material being studied. This strategy can increase students' level of intellectual ability, IQ, which can encourage students to solve problems. a problem, motivate students to think rationally and have a good understanding of a lesson. Both interactive learning strategies emphasize discussion. Providing opportunities for students to be creative with the ideas, experiences, approaches and knowledge of teachers or friends so they can build alternative ways of thinking and feeling. This is able to increase students' intelligence abilities in terms of EQ and SQ. Interactive learning strategies can be applied, because this strategy places more emphasis on students having discussions which require students to emotionally respect each other, respect, tolerate each other, have very high empathy, and train students with SQ to learning a belief in learning, learning to decide, appreciating the work of the creator which can create a feeling of gratitude for the knowledge given and having a sense of humility that is necessary to improve a knowledge in a better direction. The three empirical learning strategies are oriented towards inductive, student-centered and activity-based activities. Personal reflection about experiences and formulation of plans towards application in other contexts are critical factors in effective empirical learning. This empirical learning strategy can increase students' intelligence abilities in terms of IQ because empirical learning strategies can improve students' abilities analytically, critically, which is related to the level of students' understanding of a lesson. The three learning strategies above are learning strategies that can support and improve students' intelligence abilities in terms of IQ, EQ and SQ. If implemented properly and correctly, students' ability levels will appear balanced.

3.3 Multi Intelligence

Gardner (1993, p. 61) in his book Frame of Mind: The Theory of Multiple Intelligences, formulated nine types of intelligence possessed by every individual, namely linguistic, mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalistic and existential. Through these nine types of intelligence, each individual accesses information that will enter him. Before applying multiple intelligences, as a strategy in developing a person's potential, we need to understand the characteristics of a person's intelligence. The uniqueness

stated by Gardner is that every intelligence in an effort to manage information works spatially in the human brain system. But when producing the eight types, the intelligence works together to produce information as needed.

3.4 ESQK

The analysis of Howard Gardner's theory with Ary Ginanjar Agustian's theory has similarities and both theories are related to the 2013 curriculum, including IQ being part of the cognitive domain, which includes brain activity. The relationship between EQ, SQ, is part of the affective domain, which is related to attitudes, values and meaning. Analysis of the relationship between intelligence theories, there is one intelligence that has no relationship with Ary Ginanjar Agustian's theory, namely Howard Gardner's kinesthetic intelligence theory. However, kinesthetic intelligence is related to the 2013 curriculum in the psychomotor domain, related to skills or the ability to act such as physical activity, for example running, jumping, painting, dancing, hitting, and so on. Psychomotor learning outcomes were put forward by (Simpson, 1956) in (Anas Sudijono, 2011, pp. 57-58) who stated that psychomotor learning outcomes appear in the form of skills and ability to act. Based on the similarities in the relationship in the theory above, for balance in supporting an ESQ concept in improving multi-intelligence, Howard Gardner's theory of kinesthetic intelligence is needed which is able to support an ESQ concept in practical subjects, so that it can be combined into an ESQK learning model.

Bagan 1
Hubungan ESQ, Multi Kecerdasan

(Sumber : Yusup; 2017)
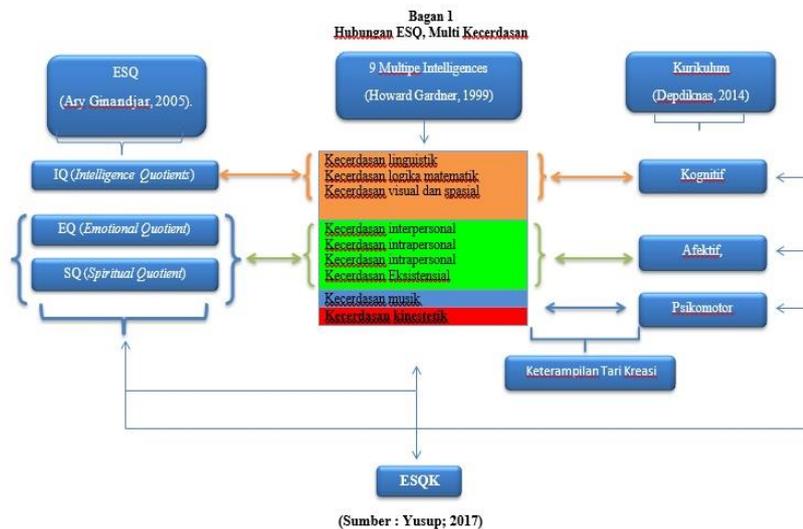
ESQK is a combination of several intelligence abilities into one unit which aims to increase IQ, EQ, SQ and kinesthetic intelligence in learning. There are four skills that must be improved in learning to be successful in life 1) creative rational thinking skills, 2) emotional management skills, 3) skills to find meaning in life in all events, and 4) dynamic physical management skills. Without these skills, students will usually just become robots from the prison called school. If examined carefully and applied in classroom management, teaching results will be much more optimal.

Applying ESQK in learning does not have to wait for orders from superiors. Researchers who try to implement ESQK take the initiative to try to get out of their comfort zone so that teaching can be carried out as effectively as possible and according to students' needs. This is based on the idea that teachers are people directly involved in the field who clearly know the needs and uniqueness of each student. Efforts to implement ESQK are not only the responsibility of teachers and school principals, but parents also need to be involved. We must synergize with parents. Parents also have a role in determining how their children learn. There are still many parents who have a traditional mindset in viewing the abilities that their children must achieve. They still view their children as stupid, if their children are not good at mathematics or languages. Parents' mindset like that must be changed.

Efforts to integrate the four potential ESQK intelligences through the learning process are not easy. This is because each student has their own characteristics. The economic

background, social environment, talents, interests, knowledge and motivation between one student and another are not always the same, they even tend to be different. Therefore, creativity and innovation are needed from educators so that the learning process is not boring which of course will affect student achievement but is fun (EQ), meaningful (SQ), and challenging (IQ) and has good skills (kinesthetic intelligence). The ESQK model in learning is expected to create students who are always challenged to learn learning to do, learning to know (IQ), learning to be (SQ), and learning to live together (EQ), movement creativity (kinesthetic intelligence) and always improving their self-quality continuously, until finally true self-actualization can be achieved.

3.5 ImplementationESQK Learning Model

Implementation of the ESQK learning model places the role of the teacher as a facilitator who manages the ongoing learning process in the classroom. The stages are as follows: first, planning, which prepares syntax, a learning implementation plan designed according to needs, in which there must be an increase in IQ, EQ, SQ and KK along with the indicators. Prepare the necessary facilities and supporting equipment in the classroom. Prepare instruments to record and analyze processes. The second implementation is preparing learning materials, and implementing stages such as appreciating (IQ), question and answer and discussion (EQ), thinking skills (IQ) in focusing on solving (SQ), practicing (KK) and presenting (ESQK). This stage functions to develop the learning concept for each meeting. The three observations and evaluations are seen based on increasing students' intelligence abilities starting from IQ: figure, numerical, verbal, practical intelligence, as well as EQ analysis: self-awareness, self-management, motivation, empathy, relationship management, SQ: absolute honesty, openness, self-knowledge, focus on contribution, non-dogmatic spiritual, and KK: the ability to move the body to express ideas and feelings, eye-hand and eye-foot coordination, locomotor skills, non-locomotor skills, the ability to control and regulate the body which is carried out in the learning process. Evaluation of the ESQK learning model is seen from the process of improving each domain accompanied by grades from the beginning to the end of learning. Do you get results that are in line with expectations and the value and meaning of learning can be applied in everyday life? Apart from understanding knowledge, it also improves students' character attitudes in the school environment and outside the school environment.

The ESQK learning model is not just a transfer of knowledge from teacher to student, which can increase (IQ), but the effectiveness of the learning process (EQ and SQ) and student activity (KK) also need to be increased to achieve multi-intelligence. The ESQK learning process will be more meaningful and turn students' inner schema into functional knowledge that students can organize at any time to solve the problems they face so that it is useful for life in the future. The results of research in universities regarding the implementation of the ESQK model show the success of this model in increasing students' multi-intelligence (Yusup, 2017). Judging from the teacher dimension, the application of the ESQK model encourages individuals to improve performance and productivity. This encourages a tough character that combines the concept of intelligence and adds insight and experience to the teacher's knowledge and skills in teaching and learning activities, as one of the learning concepts that provides solutions in overcoming learning problems. As viewed from the student dimension, implementing this strategy provides benefits to help develop students' scientific attitudes (IQ), increase learning motivation (EQ), learning becomes more meaningful (SQ) and students are actively involved in the learning process so that it becomes effective (KK). The shortcomings in implementing this model that must be anticipated are as follows: they require seriousness and creativity from teachers in designing and implementing the learning process. Requires more planned and organized classroom management, and requires more time and energy in planning and implementing learning.

The effectiveness of implementing the ESQK model is measured through process observations and administering tests. Achieving 75% competency mastery is set as the

threshold for learning completeness. The assessment of the grades produced by these students uses the PAP (Benchmark Reference Assessment) system adapted from Burhan Nurgiyantoro (1995), namely PAP scale 5 with value information 1 = very poor, 2 = poor, 3 = sufficient 4 = good, and 5 = good once with a weighted value for each of IQ, EQ, SQ and KK is 5 which has a maximum score of 25 when added up to the total value100which means the IQ of students' abilities towards figural, analytical, numerical, practical, verbal intelligence. EQ students' intelligence abilities regarding, self-awareness, self-management, motivation, empathy, relationship management. SQ students' intelligence abilities towards absolute honesty, openness, self-knowledge, focus on contribution, spiritual non-dogmatic. KK students' intelligence ability to move the body to express ideas and feelings, eye-hand and eye-foot coordination, locomotor skills, non-locomotor skills, ability to control and regulate the body are fulfilled well.

4. CONCLUSION

ESQK is designed to provide solutions in solving problems to increase students' multi-intelligence. This learning model does not only focus on IQ abilities, but EQ, SQ and KK also need to be improved to be able to increase multi-intelligence which will have an effect on increasing learning achievement. The ESQK learning model is a student-centered model, with three stages, namely planning, implementation and observation, which contains elements of increasing multi-intelligence.

5. BIBLIOGRAPHY

Agustian, Ary Ginanjar, (2005a). *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual, ESQ*. Jakarta: Arga.

Anas Sudijono. (2011). Pengantar Statistik Pendidikan. (Jakarta: Rajawali Pers).

B. Uno, Hamzah. (2008). *Teori Motivasi dan Pengukurannya*, Jakarta : Bumi Aksara.

Benjamin S. Bloom, et. al, (1956) *Taxonomy of educational Objective, Handbook I*: Cognitive Domain. New York: David McKay.

Burhan Nurgiyantoro (1995). Teori Pengkajian Fiksi. Yogyakarta: Gadjah Mada University Press.

Gardner, H, (1983) *Frames of Mind : The Theory of Multiple Intelligences*. New York : Basic Books.

Gardner, H.,(2003) *Kecerdasan Majemuk*. Terj. Drs. Alexander Sindoro, Batam: Interaksa

Imam Mawardi. (2008). Mendidik ESQ 2: *Pola Asuh Alternatif Terhadap Anak*. (online). Tersedia: http/mawardiumm.blogspot.com/2008/02mendidik-esq-2. Pola asuh alternative.html(10-02-2017).

Kemendikbud. (2013). *Kerangka Dasar Kurikulum 2013*. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar . Jakarta.

Sanjaya, Wina, (2006), *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi,* Jakarta, Kencana.