



## Islamic Religious Education Teachers' Strategies in Implementing a Multiple Intelligence-Based Kinesthetic Approach at State Senior High School 2 Palembang

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### ARTICLE INFO

#### Article history:

Received: 21 Nov 2025

Revised: 19 Des 2025

Accepted: 24 Des 2025

Published online: 05 Jan 2026

#### Keywords:

Islamic Religious Education,  
Kinesthetic Approach,  
Multiple Intelligences,  
Teacher Strategy,  
Learning Innovation

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#### Article Doi:

<https://doi.org/10.31258/jes.10.1.p.1625-1639>

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### ABSTRACT

Islamic Religious Education (PAI) learning at the senior high school level requires active and inclusive approaches to accommodate students' diverse intelligence profiles and to promote comprehensive internalization of Islamic values. One relevant approach is kinesthetic learning based on multiple intelligences. This study aims to analyze the strategies employed by PAI teachers in designing, implementing, and evaluating kinesthetic learning based on multiple intelligences at SMA Negeri 2 Palembang, as well as to identify its impact on students' engagement and understanding. This research adopts a qualitative method with a case study approach. The findings indicate that PAI teachers integrate kinesthetic approaches with bodily-kinesthetic, interpersonal, and intrapersonal intelligences through activities such as Islamic history role-playing, Qur'anic memorization through movement, and collaborative group work. Despite challenges related to classroom management and limited facilities, these strategies effectively enhance students' participation and internalization of religious values. The study concludes that the effectiveness of kinesthetic learning in Islamic education largely depends on teachers' creativity, the alignment of instructional models with students' intelligence profiles, and sustained institutional support and pedagogical training.

## 1. Introduction

Islamic Religious Education (PAI) plays a fundamental role in shaping the character, morality, and spirituality of students amid the dynamics of changing times (Aziz, 2018). In the context of 21<sup>st</sup>-century education, Islamic education teachers are not only required to transfer religious knowledge, but also to internalise Islamic values holistically through creative, participatory, and contextual learning approaches. The paradigm shift in education from teacher-centred learning to

student-centred learning requires teachers to adapt their learning strategies to the diverse learning styles of their students (Khadavi, 2023). One relevant approach is multiple intelligences-based learning, which emphasises that every student has different potential, including kinesthetic, interpersonal, and intrapersonal intelligence, which can be developed in the context of religious education.

In practice, many Islamic Education teachers still face challenges in implementing learning models that involve physical and collaborative activities (Abd. Hamid, 2022). Religious education often still centres on lectures and memorisation, so that students are only cognitively active, but passive in affective and psychomotor aspects. This makes religious education less interesting and difficult to internalise in students' daily behaviour (Syukur & Puspita, 2024). This situation creates a gap between the ideal goal of Islamic education, which is to develop individuals who are faithful, knowledgeable, and have noble character, and the reality of a monotonous learning process. In fact, kinesthetic learning, which integrates movement, role-playing, and reflection, can be an effective medium for grounding Islamic values in real action, especially among secondary school students who tend to be active and dynamic.

The reality in the field, including at SMA Negeri 2 Palembang, shows that PAI teachers are making efforts to innovate in their learning strategies. Teachers are trying to combine physical movement, Islamic history simulations, and collaborative activities to increase student participation and understanding of Islamic teachings (Sri Wulan, 2025). However, its implementation does not always run smoothly. Several obstacles, such as limited facilities, limited time allocation, and students' perceptions of kinesthetic activities, remain barriers. Nevertheless, this phenomenon shows a new pedagogical awareness among PAI teachers who are trying to apply a learning approach that touches more on the psychomotor and emotional domains of students in line with the spirit of education for the whole person.

Previous studies have discussed the application of multiple intelligences theory in learning, both in general and religious education. For example, research by Nurhadi (2019) shows that the application of the multiple intelligences model can increase students' motivation to learn PAI in primary school. Meanwhile, a study by Lestari and Suyono (2021) highlights the effectiveness of project-based learning strategies in developing students' interpersonal intelligence. However, most of these studies still focus on conceptual and cognitive aspects, with few exploring how Islamic education teachers systematically manage the kinesthetic approach within the framework of educational strategy management. Thus, there is new research space to explore how Islamic education teachers translate multiple intelligences theory into concrete, contextual learning strategies oriented towards student character. The novelty of this study lies in the integration of a kinesthetic approach based on multiple intelligences with strategic management analysis in PAI learning practices. Whereas previous studies have focused more on psychological aspects or teaching methods, this study examines how PAI teachers act as strategic managers in designing, implementing, and evaluating learning that is adaptive to student characteristics. The strategic management approach, which includes the stages of

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strategy formulation, implementation, and evaluation, is used to understand the dynamics of teachers in managing resources, anticipating obstacles, and adjusting strategies to the learning environment (Ramadani et al., 2024). In this way, this study not only describes learning practices but also provides a new conceptual framework for the professional development of Islamic Education teachers in the modern era.

Based on this background, this study aims to explore the strategies of Islamic Education teachers in implementing a multiple intelligences-based kinesthetic approach at SMA Negeri 2 Palembang. Specifically, this study seeks to understand how Islamic Education teachers design, implement, and evaluate kinesthetic learning to enhance student engagement, understanding, and religious character formation. Through a qualitative case study approach, this research is expected to contribute to Islamic pedagogical innovation oriented towards the comprehensive development of students' potential, as well as to strengthen the relevance of religious education amid the challenges of the 21st-century learning revolution.

## **2. Methodology**

This study utilises a qualitative approach with a case study method, as its primary focus is to gain an in-depth understanding of the strategies employed by Islamic Religious Education (IRE) teachers in implementing multiple intelligence-based kinesthetic learning at State Senior High School 2 Palembang. This approach was chosen to explore the phenomenon contextually and holistically in real situations, as recommended by Creswell (2018). Data were collected through in-depth interviews, classroom observations, and documentation analysis, involving IRE teachers as the main informants and several students as supporting participants. This technique enabled the researcher to gain a comprehensive understanding of how teachers design, implement, and evaluate learning that integrates aspects of movement, collaboration, and reflection on Islamic values.

Data analysis was conducted using Miles and Huberman's interactive analysis model, which consists of three main stages: data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2019). Data validity was strengthened through triangulation of sources and methods, by comparing the results of interviews, observation notes, and learning planning documents such as lesson plans and teacher activity journals. This approach ensured that the research results had a high level of credibility and could describe teachers' managerial practices in a real context. Thus, this method not only produces factual descriptions but also strategic analyses of how PAI teachers apply strategic management principles in kinesthetic learning based on multiple intelligences.

## **3. Results and Discussion**

The class that served as the research setting consisted of 32 students, comprising 18 male students and 14 female students. The characteristics of the students in this

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class were quite diverse in terms of academic ability, social background, and learning styles. Some students demonstrated a good level of learning independence and were able to understand learning materials autonomously, while others still required intensive guidance, particularly in comprehending abstract concepts in Islamic Religious Education. Student interactions were generally open and conducive; however, several students tended to be passive during the learning process. This condition indicated the need for more collaborative learning approaches to ensure that all students could actively participate. Based on initial observations, most students showed relatively stable learning motivation, as reflected in good attendance rates and participation in discussion activities. Nevertheless, some students lacked confidence in expressing their opinions, especially during learning activities that required direct verbal communication. Overall, the classroom dynamics reflected an environment that was fairly supportive of the research implementation, although learning strategies capable of accommodating all student characteristics were still needed.

Prior to the implementation of the research intervention, the teaching methods applied in the classroom were predominantly centered on lectures, question-and-answer sessions, and individual exercises. Teachers functioned as the primary source of information, while students mostly acted as recipients of knowledge. The learning media used were largely limited to textbooks and student worksheets, whereas the utilization of visual and digital media had not been optimal due to limited classroom facilities. This learning pattern accustomed students to receiving direct explanations from teachers but provided limited opportunities to develop analytical, reflective, and collaborative thinking skills. Student participation during lessons was generally confined to answering teachers' questions rather than formulating arguments or engaging in problem-solving activities. This condition affected the depth of students' understanding of the learning material, particularly for those with visual and kinesthetic learning styles. In addition, interaction among students during group activities was still minimal, resulting in underdeveloped communication and collaboration skills. Therefore, this initial learning condition served as an important basis for implementing a more participatory and activity-based learning approach in this study.

To obtain more in-depth data related to learning experiences and the implementation of multiple intelligence-based kinesthetic learning, this study was complemented by semi-structured interviews. These interviews aimed to explore teachers' and students' perceptions of the learning process, levels of student engagement, and the challenges encountered during the implementation of learning activities. The interview questions were systematically designed to remain focused while allowing respondents to develop reflective and contextual responses, as presented in Table 1.

Table 1. List of question given to the respondent

No	Questions
1	What are your thoughts on the learning that has taken place in class so far?
2	What learning methods have been most helpful in understanding the material?
3	What difficulties do you usually encounter when participating in learning activities?

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- 4 How do you feel about discussion or group work activities?
  - 5 Have the learning media used by teachers so far been helpful in your understanding? Please explain.
  - 6 In your opinion, what can teachers do to improve students' understanding and motivation to learn?
  - 7 What was your experience during the learning activities in this study?
  - 8 Did the learning approach used in the study make you more active? Why?
  - 9 What obstacles did you encounter during the learning process and how did you overcome them?
  - 10 Do you have any suggestions for improving learning in the future?
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The learning process during the research implementation was conducted using a more interactive and participatory approach by integrating group discussions, problem-solving activities, and the use of visual media to support students' understanding of key concepts in Islamic Religious Education. In this process, the researcher acted as a facilitator who observed the learning activities while documenting students' responses, engagement, and interactions throughout the lessons. After the completion of the learning sessions, structured interviews were conducted with several students and subject teachers to obtain more in-depth data regarding their learning experiences, perceptions of the kinesthetic learning approach, and the challenges encountered during the learning process. The interviews were conducted directly in the classroom, with an average duration of 10–15 minutes for each respondent. All interview questions were arranged in a semi-structured format to allow respondents to elaborate on their answers freely without deviating from the focus of the study. The interview data were subsequently used to strengthen the research findings and to provide a more comprehensive understanding of the implementation of multiple intelligence–based kinesthetic learning.

### ***Strategies of Islamic Education Teachers in Designing Kinesthetic Learning Based on Multiple Intelligences***

During the learning design stage, Islamic Education (PAI) teachers at SMA Negeri 2 Palembang demonstrated strong managerial skills in developing learner-oriented learning strategies. Based on strategic management theory, this stage is in line with strategy formulation, which is the process of identifying internal and external conditions, determining the learning vision, and formulating operational steps to achieve the predetermined objectives (David, F. R., & David, 2017). The PAI teacher first analysed the students' profiles by observing their learning styles, interests, and level of participation in learning activities. This analysis showed that most students had strong kinesthetic characteristics, enjoying physical activities, movement, and direct interaction in the learning process.

Based on these findings, the teacher then designs a Lesson Plan (RPP) that integrates the principles of Multiple Intelligences (Gardner, 2011) with a kinesthetic approach. Learning is not only directed towards knowledge acquisition (knowledge-based learning), but also towards the development of students' motor and emotional skills. Each meeting is designed to balance the three main domains of Islamic education: cognitive (knowledge), affective (attitude), and psychomotor

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(action). For example, in the subject of the Prophet's biography and morals, teachers organise simulation activities such as "Historical Drama of the Prophet" or "Islamic Values in Everyday Life" which involve students' active participation through physical expression and group work. This strategy reflects the application of strategic alignment, namely the harmony between the learning vision, student needs, and Islamic educational objectives (Hunger, J. D., & Wheelen, 2011).

In addition to considering the activities, teachers also take into account the learning environment that supports physical movement and social interaction. Classrooms are arranged flexibly to allow students to move freely without losing focus on the religious values being taught. Teachers prepare contextual learning media such as activity cards, Islamic value boards, or visual aids that facilitate body movement and concept reinforcement. In the context of strategic management, this is a form of strategic resource planning, where teachers manage limited resources to achieve learning effectiveness (Bryson, 2018). By utilising simple tools, teachers are still able to create a participatory and enjoyable learning atmosphere without losing their spiritual orientation. This design process demonstrates teachers' awareness of the importance of pedagogical innovation in facing the era of 21st-century learning. Teachers no longer act as the sole source of knowledge, but rather as learning designers who facilitate students' exploration of religious experiences through physical and reflective activities. This approach is in line with Kolb's experiential learning theory, in which direct experience is the primary source of understanding and value formation (Kolb, 1984). By combining multiple intelligences theory and experiential learning, PAI teachers have successfully designed strategies that not only teach "about Islam" but also encourage students to "live Islam" in their daily lives.

Strategically, this stage of kinesthetic learning design reflects a progressive and adaptive vision of educational da'wah. PAI teachers strive to instil Islamic values through strategies that are in line with the characteristics of the younger generation, who are dynamic, active, and have a tendency towards multisensory learning (Nurshobahi, 2025). With this approach, students not only understand Islamic teachings conceptually, but also feel and practise their values concretely. The design of learning based on multiple intelligences and kinesthetics ultimately becomes a tangible manifestation of an effective learning management strategy that connects the managerial, pedagogical, and spiritual dimensions into a holistic unity. Furthermore, this learning design process demonstrates the application of the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis principle commonly used in strategic management. PAI teachers reflectively assess their strengths, such as their ability to understand student character and their extensive teaching experience, as well as their weaknesses, such as limited facilities and time. Opportunities are identified through school policies that are open to active learning innovations, while threats arise from the resistance of some students and limited space in the classroom. With this mapping, teachers are able to develop realistic and adaptive strategies. This SWOT-based approach not only helps teachers make appropriate pedagogical decisions but also encourages them to anticipate challenges with long-term planning oriented towards improving the quality of PAI learning (Mustari & Nurhayati, 2024).

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In addition, the design process also demonstrates the strategic leadership dimension of teachers in the context of Islamic education. PAI teachers act not merely as curriculum implementers, but as leaders of change who instil Islamic values through contextual learning designs that are relevant to students' lives. They integrate spiritual vision with modern kinesthetic approaches without losing the substance of their preaching. This illustrates what Bryson refers to as strategic leadership capability: the ability to creatively direct human resources and ideas to achieve organisational missions (Bryson, 2018). In this context, the mission is to develop a well-rounded, active, and participatory religious character. Thus, the stage of designing kinesthetic learning based on multiple intelligences is not only a technical matter of preparing lesson plans, but also a manifestation of the teacher's strategic vision in balancing the demands of the curriculum, the psychological needs of students, and the broader goals of Islamic education.

### ***Implementation of the Kinesthetic Approach in the PAI Learning Process***

The implementation stage is an important phase in strategy management, because it is at this stage that the learning design that has been prepared is translated into concrete actions in the classroom (widiyanto, 2020). According to strategy implementation theory, the success of a strategy is determined not only by the quality of its planning, but also by the effectiveness of its implementation in the field (David, F. R., & David, 2017). Islamic Education teachers at SMA Negeri 2 Palembang act as learning managers who organise learning activities, adapt teaching styles to students' needs, and create a classroom environment conducive to active learning. The implementation of the kinesthetic approach emphasises three main principles: learning by doing, collaborative movement, and value internalisation.

Teachers begin lessons with interactive, movement-based activities, such as educational games or light simulations, to build student enthusiasm. In Islamic history lessons, for example, students are divided into small groups and asked to role-play the struggles of classical Islamic figures (Fanani & Anwar, 2023). This activity not only revives historical narratives, but also fosters empathy, courage, and a sense of responsibility in carrying out roles. In the context of strategic management, this activity reflects the implementation of a learning policy based on a strategic action plan, namely concrete actions that support long-term strategic goals: the formation of religious and collaborative character in students (Hunger, J. D., & Wheelen, 2011). In addition to dramatic activities, teachers also apply a method of memorising the Qur'an based on body movements (kinesthetic memorisation) (Yusliani et al., 2023). In this practice, students associate each verse with a specific movement to make it easier to remember the meaning and order of the reading. This method not only improves memorisation skills but also strengthens spiritual understanding through meaningful physical engagement. According to Gardner (2011), learning processes that involve more than one modality of intelligence, in this case kinesthetic, musical, and intrapersonal, will result in higher knowledge retention. Thus, teachers do not only teach with words, but create a lively and holistic learning experience.

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At the managerial level, PAI teachers also arrange the division of roles and responsibilities among students to strengthen interpersonal intelligence. Students are directed to work in heterogeneous groups to create mutual learning and appreciation of differences in abilities (Faidah, 2024; Khadavi, 2023). Teachers act as facilitators and supervisors of the process, ensuring that each individual is actively involved and contributes to the group's results. This type of management illustrates the strategic coordination function in strategic management, which is to ensure that all elements of the system move in line with the vision and mission of learning (Bryson, 2018). Teachers also periodically reflect with students to evaluate the meaningfulness of their learning experiences, a form of feedback loop that ensures the sustainability of learning strategies. Some key aspects of the successful implementation of kinesthetic learning at SMA Negeri 2 Palembang include:

1. Integration of physical activity and spiritual values: every movement in learning activities is always linked to Islamic meanings, for example, the movement of bowing as a symbol of humility.
2. Collaborative and reflective approach: students not only move together, but also reflect on values after the activity is complete.
3. Flexibility of space and time: teachers adjust the classroom layout to allow for physical activity without disrupting order.
4. Use of simple technology: such as interactive learning videos to reinforce understanding of concepts before kinesthetic practice is carried out.
5. Application of a reward system: teachers give symbolic rewards to groups that demonstrate unity, creativity, and discipline in kinesthetic activities.

This implementation shows that the kinesthetic approach based on multiple intelligences not only increases enthusiasm for learning but also strengthens the emotional bond between students and teaching materials. From a strategic management perspective, PAI teachers have carried out the function of execution alignment, which is to ensure that every activity in the classroom supports the achievement of the institution's strategic objectives, namely the formation of students who are religious, creative, and actively participate. By consistently applying this approach, teachers are able to transform the PAI classroom from a mere place of knowledge transfer into an arena for the formation of lively and meaningful spiritual experiences.

### ***The Impact of the Kinesthetic Approach on Student Engagement and Understanding***

The application of kinesthetic-based learning has been proven to have a significant impact on increasing student engagement and conceptual understanding (Herman, 2025). The results of teacher observation and reflection show that students become more enthusiastic, focused, and show greater courage in expressing their opinions and ideas during the learning process. Within the framework of strategic education management, this condition can be categorised as strategic outcomes of the implementation of appropriate and adaptive learning strategies tailored to the characteristics of the students (David & David, 2017). The increase in student engagement reflects the successful implementation of strategies designed based on

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an analysis of the internal environment (student potential) and external environment (curriculum requirements and social changes).

The kinesthetic approach integrates multisensory learning experiences that help students understand abstract concepts in Islamic teachings, such as the values of sincerity, patience, trust in God, and justice. Through physical activities, simulations, and role-playing, students not only hear and memorise, but also experience the meaning of these values in the context of everyday life (Ikhsan & Zulkarnain, 2025). According to Kolb's experiential learning theory (1984), knowledge gained through direct experience is easier to remember and internalise because it involves cognitive, affective and psychomotor aspects simultaneously (Kolb, 1984). In the context of Islamic education, this process also strengthens *tazkiyah al-nafs* (purification of the soul) through concrete actions, not just verbal instructions.

In addition to cognitive aspects, the kinesthetic approach also contributes to the development of students' interpersonal and intrapersonal intelligence. Group activities encourage cooperation, mutual respect, and effective communication, while personal reflection after activities strengthens spiritual awareness and internal morality. Gardner (2011) asserts that multiple intelligences cannot grow in passive learning; they require active participation and a supportive social context (Gardner, 2011). This is in line with the strategic objectives of Islamic educational institutions, which are oriented towards developing individuals who are knowledgeable, moral, and capable. From a strategic management perspective, the application of the kinesthetic approach demonstrates the alignment between strategy implementation and institutional goals (strategic alignment). Teachers act as strategic leaders who adapt learning methods to suit the needs and learning styles of students (Rahayu, 2022). Hitt, Ireland, and Hoskisson refer to this as strategic flexibility, which is the ability of an organisation (or, in this context, an educational institution) to quickly adapt its strategy to changes in the internal and external environment. The application of kinesthetic learning is a strategic innovation that can increase a school's competitive advantage, especially in facing the challenges of a digital generation that is easily bored and tends to be visual and interactive in their learning (Saputra, 2019).

Furthermore, this approach also enhances the effectiveness of educational communication between teachers and students. Physical activity creates more natural two-way interaction, minimising the psychological gap between educators and students (Istikomah, 2018). In the context of *da'wah* strategy management, this method can be considered part of a humanistic and contextual communication strategy that tailors messages to the characteristics of the audience (audience-centred approach). Thus, the success of kinesthetic learning is not only measured by academic results, but also by behavioural transformation, increased social sensitivity, and spiritual maturity evident in the students. Overall, the application of the kinesthetic approach in Islamic education can be considered a value-based strategic innovation. This strategy is not only oriented towards cognitive learning outcomes, but also shapes a holistic experience that instils Islamic values in a lively and contextual manner. When this strategy is managed with strategic management

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principles through continuous planning, implementation, and evaluation, learning will produce graduates who are not only intellectually intelligent, but also spiritually and socially mature.

### ***Barriers and Teachers' Efforts in Overcoming Kinesthetic Learning Challenges***

In practice, the application of the kinesthetic learning approach in Islamic Religious Education (PAI) is not without various obstacles that affect the effectiveness of learning strategies (Heriansyah, 2024). Based on field findings, these obstacles arise mainly in operational and resource aspects, which in the perspective of strategic education management are categorised as strategic implementation barriers (Wijaya & Supena, 2023). Teachers face limitations in facilities that do not support physical activities, such as cramped classrooms and furniture that is difficult to move. In addition, the relatively large number of students makes it difficult for teachers to coordinate movements and maintain the focus of all students. Limited learning time is also an obstacle, given that kinesthetic learning requires more time for exploration, physical activity, and reflection on Islamic values (Nurul Fadilah, 2024)

In addition to technical constraints, obstacles also arose from the psychological and cultural aspects of the students. Some students initially considered movement-based learning to be a form of play, rather than a serious learning process. This misunderstanding reflects a low level of learning readiness for innovative methods, especially in educational environments that are accustomed to conventional approaches based on lectures and memorisation (Sulaiman, 2025). From a strategic management perspective, this condition can be categorised as a challenge in terms of organisational culture alignment, namely the lack of a learning culture that is adaptive to innovation (Hitt, Ireland, & Hoskisson, 2017). However, teachers demonstrated a high degree of strategic flexibility in dealing with these constraints. They did not impose a rigid learning pattern, but adapted activities according to the context and available resources. For example, teachers use open areas such as school yards or corridors for activities that involve a lot of movement, and form small groups to keep activities under control. This approach demonstrates the application of dynamic capability, namely the ability of teachers as strategic agents to creatively combine resources to achieve learning objectives. (Kahfi et al., 2025).

Furthermore, teachers also innovate by combining technological elements and kinesthetic activities (Yahya & Suryani, 2024). In several learning sessions, they used interactive learning videos, motion-based quiz applications, or simple digital simulations that guided students to move according to visual instructions. This not only overcame the limitations of physical media, but also fostered students' intrinsic motivation. (Nora & Suputra, 2023). In the context of educational strategy management, this step is a form of strategic adaptation, namely tactical adjustments to changes in the environment and available resources to ensure the continued effectiveness of the strategy. In addition to technical innovation, teachers also take a reflective and spiritual approach in instilling meaning in movement activities (Setiyono et al., 2024). After the kinesthetic activities, the teacher directs the students to discuss the Islamic values contained in the activities, such as

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cooperation, responsibility, discipline, and patience. This approach balances the physical and affective dimensions of learning so that the movement activities do not lose their da'wah values. Such strategies demonstrate the integration between the strategic objectives of Islamic educational institutions, namely the formation of students' character and spirituality, and their tactical implementation in teaching and learning activities (Bryson, 2018).

From the results of field observations and reflections, teachers' efforts in overcoming kinesthetic learning barriers overall demonstrate strong managerial capacity. They are able to identify problems, evaluate internal conditions, and systematically adjust strategies to achieve optimal results. This adaptation process illustrates a strategic management cycle involving three main stages: formulation, implementation, and evaluation (David, F. R., & David, n.d.). Thus, it can be concluded that the success of kinesthetic learning in PAI is not only determined by the methods used, but also by the teacher's ability to carry out strategic managerial functions to navigate field challenges with innovation and precision in the direction of Islamic education goals.

### ***Evaluation and Implications of the Kinesthetic Approach for Strengthening Islamic Religious Education***

The evaluation stage is an important part of the learning strategy management cycle that determines the sustainability and effectiveness of the programme (Zahroh et al., 2024). In the context of multiple intelligence-based kinesthetic learning, Islamic Education (PAI) teachers at SMA Negeri 2 Palembang conduct continuous evaluation by considering three main aspects, namely cognitive, affective, and psychomotor (Efendi & Sholeh, 2023). Assessment is not solely conducted through written tests, but also through observation of student behaviour during activities, assessment of collaborative projects, and students' personal reflections on the Islamic values they experience and apply. This process illustrates the application of the principle of strategic control and evaluation as described by Wheelen et al. (2018), namely assessment that not only measures results but also monitors processes and strategic impacts on the long-term goals of the organisation, which in the context of education means improving the character and religiosity of students.

From the field findings, teachers developed an authentic assessment system that evaluates students' ability to internalise Islamic teachings through concrete actions (Agusnawati et al., 2024). For example, students are assessed based on their discipline in carrying out group tasks, their ability to work together, their honesty during practical activities, and their willingness to reflect on the spiritual meaning behind the physical activities they perform. This approach is in line with Mulyasa's (2018) idea that evaluation in Islamic education should not stop at the academic dimension but must include the dimensions of personality and character building. Thus, evaluation becomes a managerial instrument that helps teachers measure the extent to which kinesthetic learning strategies truly achieve the goals of educational da'wah, namely the transformation of values into behaviour.

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From a strategic management perspective, this evaluation stage also functions as a feedback mechanism that allows teachers to adaptively improve their strategies. The results of observations and reflections are used as a basis for decision-making in redesigning methods, selecting activities, or adjusting learning media in the next cycle. This demonstrates the application of the principle of strategic learning (Dewi Agus Triani, 2023) where every field experience is used as a source of learning to strengthen the effectiveness of long-term strategies. Teachers indirectly act as strategic managers who carry out the plan–do–check–act (PDCA cycle) process to ensure the continuity of the quality of kinesthetic-based PAI learning.

In terms of implications, the results of this study contribute significantly to strengthening a more active, participatory, and contextual Islamic education paradigm. The kinesthetic approach has been proven to help students understand Islamic values not only theoretically, but also through direct experiences that involve the body and emotions.i (Nasution, 2025). In the context of character education, these experiences become a means of internalising deeper spiritual values such as discipline, cooperation, empathy, and responsibility. This is in line with Gardner's (2011) view of multiple intelligences theory that each individual has unique potential, and the task of education is to create an environment that allows each potential to develop in a balanced manner (Fuad et al., 2023).

Another strategic implication lies in the importance of institutional support for the sustainability of pedagogical innovation. Schools, as educational organisations, need to prepare policies and resources that support the implementation of active learning based on multiple intelligences, including teacher training, the provision of adequate learning facilities, and curriculum adjustments to make room for movement-based and collaborative activities. In strategic management terminology, this support is referred to as strategic institutional alignment (Bryson, 2018). Namely the alignment between vision, resources, and strategy implementation at the executive level. Without such structural support, learning innovation will be difficult to sustain in the long term. Thus, the evaluation and implications of multiple intelligence-based kinesthetic learning show that PAI teachers not only play a role as curriculum implementers but also as strategic innovators in Islamic education. Through reflective and adaptive evaluation, teachers are able to integrate spiritual values with modern learning methods that are in line with the characteristics of the current generation. This approach conceptually supports the vision of Islamic education as an integral process that harmoniously nurtures spiritual, emotional, social, and physical intelligence realising perfect human beings who are knowledgeable and have noble character, in accordance with the Islamic principle of *rahmatan lil 'alamin*.

#### **4. Conclusion**

The results of the study indicate that Islamic Religious Education (IRE) teachers at State Senior High School 2 Palembang have successfully designed and implemented a kinesthetic learning strategy based on multiple intelligences in a focused and systematic manner. Through the application of strategic management

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principles, teachers analysed student characteristics, formulated integrative learning objectives, and developed activities based on movement, collaboration, and reflection. This approach has been proven to increase student engagement and help them understand Islamic values holistically not only at the cognitive level, but also at the affective and psychomotor levels. The use of activities such as Islamic history simulations, role-playing, and Quran memorisation movements has made learning more lively and meaningful, as well as strengthening the internalisation of spiritual values in real actions.

However, the study also found challenges that need to be anticipated, such as limited facilities, time allocation, and students' readiness to accept movement-based learning models. Nevertheless, teachers were able to demonstrate flexibility and strategic creativity in overcoming these obstacles through adapting activities, using digital media, and strengthening the reflection of Islamic values. Thus, it can be concluded that the successful implementation of kinesthetic learning based on multiple intelligences in Islamic religious education is highly dependent on the managerial capacity of teachers in managing strategies in a sustainable manner. This approach has important implications for the development of Islamic education that is more interactive, contextual, and oriented towards shaping the religious character of students in the era of 21st-century learning.

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How to cite this article:

Fitriyanti., Puspita, M., Septiana, Y., Zuhdiyah., & Karolina, A. (2026). Islamic Religious Education Teachers' Strategies in Implementing a Multiple Intelligence-Based Kinesthetic Approach at State Senior High School 2 Palembang. *Journal of Educational Sciences*, 10(1), 1625-1639.