

## IMPLEMENTATION OF MULTIPLE INTELLIGENCE IN ELEMENTARY SCHOOL OR MADRASAH IBTIDAIYAH LEARNING

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### Abstract

This study aims to describe the implementation of multiple intelligences in learning in SD/MI. This research is qualitative and uses library research. Data collection is done by seeking information from literature or writing contained in various written sources through documentation studies. Data analysis was carried out using an analytical-descriptive approach, that is, after the data was collected, it was explained according to the problems studied, interpreted, and concluded. The results showed that learning from the point of view of multiple intelligences is a concrete form of humanistic education and highly values diversity. In this context, all students are seen as having the opportunity to succeed in learning. Teachers have a great responsibility to help students find suitable learning paths. The conclusion of this study is that the application of multiple intelligences in learning has broad implications for curricula, educational institutions, and human resources involved in education.

**Keywords:** Multiple Intelligence; Education.

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## INTRODUCTION

One study explained that through education, every nation can have a better generation according to its needs. Education makes its own contribution to the development and progress of human resources in every nation. Education as a means of preparing students for the future as citizens of the country (Elitasari, 2022). Rahmadhani in his research also explained that education is also an educator's effort to help students achieve positive and optimal development (Rahmadhani et al., 2022). School is the most important part of developing an individual's character, attitudes, skills and abilities. In schools, learning activities are organized in a sequence and structure decided by the government. Learning activities are expected to develop and succeed in several ways to develop students' potential (Wahyudi, 2016).

Education in Indonesia today tends to equalize the level of intelligence of a student with other students by using very narrow methods and parameters, namely cognitive aspects only. Whereas each person, in this case the student, has a different uniqueness (Zakiyatul Fikriyah & Abdul Aziz, 2018). It must be understood that God created humans perfect and endowed with potential in the form of intelligence not possessed by other creatures. Equipped with potential, humans are expected to use it in life. Human potential manifests in many different forms, the interpretation of this potential can be: Language skills, logic, movement, music making, cooperating with others and understanding self-efficacy about the ability to explore with nature (Nurhidayati, 2015). This interpretation is what Gardner later called intelligence and formulated in the theory of Multiple Intelligences (MI) (Gardner, 2021).

The existence of multiple intelligence theory not only complements and develops the definition of intelligence, but also enriches learning methods. As we know, everyone produces intellectual diversity and different stages of development. Therefore, the theory of multiple intelligences seeks to transform schools in order to accommodate the uniqueness of the different ways of thinking of each student. In line with Gardner's thinking, one study explained that Islamic education is also based on the assumption that every human being who is born into the world carries a variety of potentials or what is often known as *fitrah*. With this potential, humans will be able to develop with the environment and be able to become caliphs on earth (Olfah, 2023).

Gardner's findings on multiple intelligences have attracted educational practitioners. This is in line with the many questions asked to him about the clarity of this theory and of course the benefits for the world of education (Gardner, 2021). One of the education experts from America tried to deepen Gardner's theory through seminars and workshops. In fact, Gardner has a "hidden network" of thousands of educators outside America, who are always in tune with various frameworks of understanding and disseminating intelligence theory. In practice, there have been several writings in deepening this multiple intelligence, as Armstrong wrote in his book (Armstrong, 2013). In our own country, experts and researchers are interested in studying multiple intelligences, especially education and psychology experts. Research outlined in writing has also been widely studied, one of which is written by (Suparno, 2008) and (Yaumi, 2012). In fact, previous research has also examined this theory, one of which is like the research conducted by Willa Putri with the research title "multiple intelligences-based education" (Putri, 2018). Sulfa's research with the title "multiple intelligence education in early childhood (Nurrachma, 2015). This fact further proves that Gardner's theory of multiple intelligences has broad and real implications for the world of education.

The specificity of this article lies in the theoretical offer related to the steps of applying multiple intelligences in learning at the elementary school level. Mila Dwi Candra in her research states that in applying multiple intelligences, she still often faces obstacles (Candra, 2015).

Meanwhile, Ali Mohtarom explained that the essence of multiple intelligence-based learning strategies is how teachers package their teaching style in such a way that it is easily understood by students and is able to generate interest (Mohtarom, 2016). In the context of this article, it can be a meaningful input, especially for teachers who teach at the elementary school level.

## METHODOLOGY

This research uses library research. Data were collected from various relevant written sources such as books, journal articles, and previous research results using documentation techniques. The steps taken include 4 stages, namely data collection, data reduction, presenting data, and drawing conclusions (Sugiyono, 2018). For more clarity, these steps can be visualized through the following image.

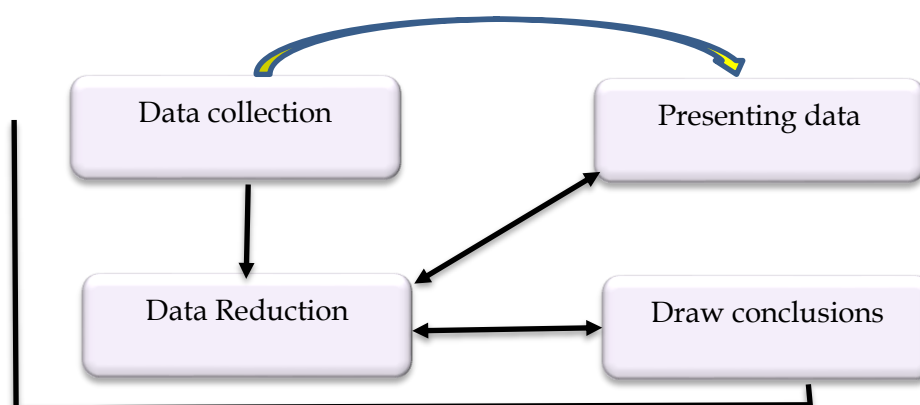


Figure 1: Flow of data analysis

## RESULT AND DISCUSSION

### Multiple Intelligences

The word multiple intelligences comes from English and means multiple intelligences. As the name suggests, multiple intelligence means that people have more than one intelligence. According to Gardner, people have different abilities and intelligences depending on the environment they live in (Gardner, 2021). The idea of the emergence of this theory is due to Howard Gardner's anxiety. So far, teachers have been misguided by viewing intelligence tests or IQ tests as the only measuring tool that can be used as a measure of a person's intelligence. According to Gardner in Nurul Hidayati Rofiah, individual intelligence must be evaluated based on competence in solving problems that occur in their lives, finding solutions and competence in creating something and giving appreciation in one's culture (Rofiah, 2016).

Gardner explains that intelligence is an individual's competence in answering the problems and difficulties that exist in his life. The problem solving is based on knowledge. Gardner further explained that intelligence is an integration that includes abilities and knowledge (Gardner, 2021). A person is only considered highly intelligent if they can solve real problems in different situations, not just theoretically. Multiple intelligence theory emphasizes the possibility of different dominant intelligences in each individual. Therefore, in this theoretical perspective, these differences should be seen as natural and accepted and even interesting and can be observed. In addition, to evaluate an individual's intelligence, it must depend on the dominant intelligence aspect. This is the concept of Gardner's theory regarding intelligence assessment (Gardner, 2021).

Initially in 1993, Gardner classified intelligence into seven elements as in his book *Multiple Intelligences*. The seven intelligences include: logical-mathematical verbal intelligence, spatial, musical, kinesthetic (body movement), intrapersonal and interpersonal intelligence. However, in

2000 through seminars and workshops as well as in his research, there were two additional intelligences, namely environmental/naturalist intelligence (naturalistic intelligence) and existential intelligence. so that the total of all intelligences is nine in Gardner's concept of multiple intelligences (Gardner, 2021). All of these intelligences can be explained in the following table.

**Table 1. Gardner's Multiple Intelligences**

Type of Intelligence	Description
<b>Linguistic intelligence</b>	Gardner defines linguistic intelligence as competence in processing effective words from oral or written. Then Gardner gives concrete examples that have this intelligence such as only artists and poets (Gardner, 2021). People with high linguistic intelligence are very efficient in reading, writing and storytelling (Yaumi, 2012).
<b>Logical-mathematical intelligence</b>	According to Gardner, logical-mathematical intelligence is the ability to use numbers and logic effectively (Gardner, 2021). Armstrong argues that, this intelligence is a person's ability to make causal and logical relationships. Its activities are in the form of logical-mathematical services that include categorization, hypothesis testing and generalization (Amstrong, 2013). In the scope of children, this intelligence is characterized by children who like to play games that have elements of numbers, respond to understand patterns, like puzzles, like to arrange objects and children prefer things that can be grouped.
<b>Musical intelligence</b>	According to Gardner, musical intelligence is the process of being able to express, develop and enjoy forms of sound and music (Gardner, 2021). These include being sensitive to melody, intonation, and rhythm, singing skills, playing an instrument, enjoying songs, and composing songs in specific notations (Suparno, 2008). So, this intelligence is the ability to understand, enjoy a form of musical instrument from sound and rhythm. In learning activities, children with this intelligence prefer to learn accompanied by sounds and songs.
<b>Body Kinesthetic Intelligence</b>	Gardner defines physical-kinesthetic intelligence as the ability to solve problems that involve all or part of the body. Gardner cites dancers, athletes and craftsmen as examples of people with physical-kinesthetic intelligence (Gardner, 2021). According to Suparno in Febri, children with this intelligence usually enjoy dancing, exercising and moving. When there are no classes at school, children with bodily kinesthetics quickly run to the yard or other places where they can move freely. Therefore, this intelligence is better known as physical intelligence (Febri Riyanti & Koesdyantho, 2019).

<b>Visual-Spatial Intelligence</b>	Spatial intelligence in Gardner's view is the competence in digesting the spatial world precisely (Gardner, 2021). This intelligence includes being sensitive to lines, colors, shapes, space and the myriad interactions that go into building something. People using high spatial intelligence understand shapes or images.
<b>Intrapersonal Intelligence</b>	In his view, Gardner defines this intelligence as competence in forming accurate and reliable models of oneself and using these models to be productive in life (Gardner, 2021). This competency is related to self-awareness and the ability to act adaptively based on self-awareness. He thinks about himself, then he knows where he is. In Armstrong's language, intrapersonal intelligence refers to the ability to form a description of oneself i.e. one's strengths and weaknesses, one's moods and inner thoughts, intentions, motivations, character, desires, self-discipline, conscious self-understanding and self-esteem (Amstrong, 2013).
<b>Interpersonal Intelligence</b>	Gardner interprets that this intelligence is a person's competence in understanding other people, such as what motivates people, how they cooperate. people who have this intelligence are more cooperative, have empathy and of course have strong social relationships (Gardner, 2021). Meeting other people is a joy for people with this level of intelligence.
<b>Naturalistic Intelligence</b>	Naturalistic intelligence is an intelligence that Gardner added to his theory. In Multiple books, there is no specific definition of environmental intelligence. Naturalistic intelligence is an individual's ability to understand the environment, nature well, the ability to protect, maintain, and care for nature (Suparno, 2008). Evidence of individuals who have naturalistic intelligence is that they like activities outside of learning, they prefer to interact with nature.
<b>Existential Intelligence</b>	Existential intelligence is the last intelligence in Gardner's multiple intelligences. in 2000, Gardner wrote this intelligence, approximately 7 years after he first studied Multiple Intelligences in 1993. the reference ability is based on being sensitive to problems or also about human presence. Examples of its reflection include "Why do I exist?", "Why do people die?", "What is the purpose of this life?" (Gardner, 2021).

In the context of the above description of multiple intelligences, it can be understood that there are 9 paths for a person to develop intelligence predominantly. Different intelligences cannot be a benchmark for measuring good or bad people. because intelligence has nothing to do with

morals or character. Therefore, it is best to recognize and accept all the different intelligences of people.

### **Implications of Multiple Intelligences in Primary School Learning**

Psychologically, the age of SD / MI children is at the stage of intelligence, this phase is the basis of intelligence must need development. In terms of cognitive development, elementary school children according to Piaget in Athok Fu'ad are in the concrete functional stage (Fu'adi, 2019). Elementary school children cannot yet think abstractly. This means that teaching should be as concrete and authentic as possible. Science lessons should include touching, drawing, experiencing and tasting. For example, knowledge about kilometers will be difficult for elementary school children to accept because the concept is abstract. However, if this kilometer knowledge is linked to how students go to school, it will provide real knowledge and be easier to accept. Another concept, for example, regarding democracy, which is still abstract, can be accepted by means of activities to elect class leaders whose results have been agreed upon. Real knowledge is a must for elementary school children in order to better understand. For example, when students learn social studies, it must include field trips, learning by role-playing and discussion. Likewise, math lessons must provide real concepts. Therefore, teachers have an important role in learning which is required to have three main tasks, including: managing learning activities, evaluating student learning activities and initiating students in group activities (Fu'adi, 2019).

In addition, in terms of educational psychology, elementary school-age children have important characteristics that must be considered in the learning process, such as enjoying direct appreciation, including numerical values, interested in practical daily life, very realistic, children like to compare themselves with others, curiosity and eagerness to learn, interested in special lessons, need help from teachers / parents and like to form peer groups (Safari, 2021). Knowledge of the nature of children can give teachers an idea of the appropriate teaching methods to use. If a child likes to be compared to others then this should be used as a tool to create an educational and competitive learning process. Another important point is that teachers should give numerical or other rewards for students' achievements. Teachers should also give primary school students ample opportunity and space to encourage their curiosity and allow them to form peer groups. It should be emphasized that the formation of peers should be designed in such a way that students are not limited to meeting with friends to confine them. So it is natural that primary school students often have close friends, casual friends and not-so-close friends. This is not an anomaly, but a consequence of the child's psychological development. However, children still need guidance from all aspects because they are still not fully independent. In learning, they also need direction and guidance from teachers, parents who are important actors.

Quoted by Suparno, Hargetty explained that educational institutions must pay attention to general principles in developing intelligence. First, all intellectual intelligence must be considered and not focus on just one aspect of intelligence. Second, education must be individualized. Third, students must need encouragement in achieving learning goals. Fourth, the development of students in accordance with their intelligence must be accompanied by adequate infrastructure. Fifth, evaluation is varied and not just a written test. Sixth, the classroom is not the only place to learn (Suparno, 2008).

Based on the general principles outlined above, the central role of schools as educational institutions and curriculum bearers becomes clear. Schools must make the development of multiple intelligences a central part of educational policy and in the context of curriculum development, provision of learning infrastructure, and the creation of a caring educational environment. In

In addition to schools, teachers (educators) play an important role in the development of students' multiple intelligences. Teachers are the main agents of learning. The statement that the true curriculum is the teacher or the teacher plays a greater role in education than learning materials or methods. Therefore, teaching using a multiple intelligence perspective requires a teacher who is sensitive and aware of multiple intelligences.

In addition, Campbell suggests steps to prepare for learning by using various aspects of intelligence, including: Identify some of the intelligent elements of successful curriculum and companion course programs so far, See and map the conformist and neglected intelligences of students, Understand student trends and look for opportunities to collaborate with peers, Find places outside the classroom that can be used as schools, especially with assignments, and always create communication and cooperation between teachers (schools), parents and the community (Kutz et al., 2013).

Based on Campbell's steps above, there are several steps that must be considered. First, the application of multiple intelligences in learning needs clear information about the process or program that has been implemented. It aims to find out which types of intelligence have been adapted and which are neglected. Second, it is necessary to prepare assistance from supporting sources to develop this diverse intelligence, especially in infrastructure facilities. Third, teachers, schools and even parents become actors who make success in the development of multiple intelligences. Implementation of multiple intelligences in learning can bring implications that can be explained as follows.

### **Provision of Learning centers**

Students can learn effectively if learning is carried out according to the dominant intelligence as described above. Because from the viewpoint of multiple intelligences, the different intelligences of individuals should be promoted so that they can be developed as a whole. To promote the diversity of students' intelligences, schools should organize learning centers related to education. Therefore, schools should have nine learning centers, namely linguistic, logical-mathematical, musical, kinesthetic-physical, and others. Each center provides meaningful educational media and learning activities are designed according to the nature of each intelligence. For example, a music center is offered to students with dominant musical intelligence, where various instruments, songs and musical rhythms are offered. The message or content of the song should be related to the subject as per the curriculum content. Students are guided to perform learning activities by using musical instruments, listening to songs or other musical rhythms. The same applies to other learning centers.

In experiments and studies, Campbell found that after about 2.5 hours of visiting grade III elementary school students in a study center, where they could choose their study center, students reported that they enjoyed learning and understood the material well. The teacher's role in this type of learning context is as a guide (Kutz et al., 2013). The problem is, do Indonesian elementary schools have the capacity to provide the necessary multi-intelligence training centers? What is the training budget required for this? This problem is not easy to solve. Moreover, the education budget has been highly dependent on political will. Not to mention that each institution has different constraints, including SD/MI. So there is a gap between the ideal development of multiple intelligences through learning centers and the limited financial options of the state and educational institutions.

### **Individualized Learning**

The design described by Gardner is based on two statements. First, individual interests and competencies are not the same even in the way SD/MI students learn. Second, not everyone can learn and understand everything perfectly. Based on these two statements, Gardner argues that schools should prioritize learning that centers on the individual (Gardner, 2021). An individual-centered school will be rich in the assessment of individual abilities and tendencies. The school tries to unify the individual not only on aspects of the curriculum but also on certain ways of teaching the subjects included in the curriculum.

Individuals can succeed and have opportunities if their learning is in accordance with their intelligence. A popular claim in assessing learning success is that there are no stupid students, but students who have not been able to find ways to learn according to their intelligence. This statement and assumption clearly shows how important individualized learning is.

### **Interdisciplinary Approach**

This approach emphasizes the application of different scholarly perspectives in teaching and learning. Implicitly, the understanding is broader and richer because it is achieved through the use of different perspectives. The realization of multiple intelligences in learning can be achieved by applying an interdisciplinary approach. However, this approach is still adapted to the level of cognitive development of elementary school-age children. Simply put, Armstrong shows how to learn multiple intelligences with an interdisciplinary approach. According to him, when teaching, teachers can explain or develop subjects through verbal words (linguistic), numbers (logical-mathematical), relevant pictures/illustrations and music. In addition, teachers can teach students to do self-examination related to the topic presented (intrapersonal), hands-on practice (kinesthetic-physical), relate it to social experience (interpersonal), experience in the real world/natural environment and experience and awareness of God (Armstrong, 2013).

For example, primary school children can be taught to pray following the steps suggested by Armstrong above. When the SD/MI teacher explains the prayer with words, mentions the number of rekaats with a certain number, uses media in the form of pictures of people praying, and asks students to practice the prayer after receiving an example from the teacher, the teacher indirectly teaches through linguistic, logical-mathematical, spatial and physical - with kinesthetic intelligence. If the learning of the material is continued by asking elementary school students to work in groups and go to their respective mosques while singing songs about prayer, the teacher is teaching interpersonal, musical and natural intelligence. Students are then asked to reflect on the newly learned prayer material and relate it to the obligation to fulfill Allah's commandments by demonstrating the learning using intrapersonal and existential intelligence.

Based on the explanation above, of course, the application of multiple intelligence in learning must be carefully prepared in order to get optimal results. This is in line with research conducted by Fuji, the results of his research explain that applying multiple intelligence in learning must require careful planning in order to get maximum results. The first thing that can be done to recognize student intelligence can be done with tests, observing all student activities both in class and in class (Zakiyatul Fikriyah & Abdul Aziz, 2018). In the first implication, namely the learning center described above, Indonesia is still constrained by the problem of facilities and infrastructure that support the application of multiple intelligence. where this research strengthens Mila dwi's research which explains that one of the obstacles for teachers in schools in applying multiple intelligence is measuring instruments that do not support recognizing student intelligence and other obstacles in the process of preparing inconsistent lesson plans (Candra, 2015).



In the second implication as explained above, students can achieve success if they are in accordance with their respective levels of intelligence. This paper corroborates Santi's research conducted at SD Semai. The results of her research show that SD Semai is one of the schools that emphasizes the potential of students without any differences. In teaching activities, teachers always prioritize exploring all students' potential (Andriyani, 2017). In the last implication, it is more about emphasizing the scientific perspective on the learning process while still adjusting the level of cognitive development of students. This is in line with research conducted by Jaswo which explains that the application of multiple intelligence in education can affect the curriculum, especially the most prominent aspect of choosing material through topics or thematic. This thematic model requires the use of an interdisciplinary approach so that it can be seen from various points of view. For example, on the material of thoharoh can be done with an economic, biological, environmental approach. In this way, the material studied will be varied and can cover all aspects of intelligence (Jaswo, 2022).

## CONCLUSION

The application of multiple intelligences in learning has far-reaching implications for curricula, educational institutions and the human resources involved in education. This document does not cover all aspects that should be addressed. However, the implications presented, learning from the center, the individual and applying an interdisciplinary approach sufficiently emphasize that the practical realization of multiple intelligences requires careful preparation and the involvement of various parties. Learning from the perspective of multiple intelligences is a concrete form of humanistic education and strongly upholds diversity. All students are smart, if someone fails it does not mean he is stupid, it means he has not found the right way to learn. In this case, the teacher has a great responsibility to help students find a suitable learning path.

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