
IDENTIFICATION OF LEARNING MODELS THAT CAN AFFECT LINGUISTIC INTELLIGENCE OF ELEMENTARY SCHOOL STUDENTS

Ingke Joanna^{1*}, Dyah Rahayu Restiana Putri², Anik Dwi Febrianti³, Conny Dian Sumadi⁴

¹²³⁴ Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo
Madura, East Java, Indonesia

correspondence e-mail: ingkej5@gmail.com, dyahrahayu16@gmail.com,
anikdwifebrianti13@gmail.com, conny.diansumadi@trunojoyo.ac.id

ABSTRACT

Linguistic intelligence is one example of a person's multiple intelligences in terms of reading, writing, and listening. Based on the data obtained, overall, Indonesia's national alibaca index is included in the low literacy category. Because reading is an aspect of linguistic intelligence, this shows that efforts to develop students' linguistic intelligence in Indonesia are still low. This study aims to identify what learning models can affect the linguistic intelligence of elementary school students. This research takes several sources of scientific journals that are relevant to the research content. The research method used in this research is library research. The material obtained will be identified, presented, and described descriptively. The results of this study indicate that there are 3 learning models that can affect the linguistic intelligence of elementary school students, namely the two stay two/three stray cooperative model (TS TS), the round club model (around the group), and contextual learning (CTL). The three models have gone through the previous research process and have been validated so that they can be applied to research subjects.

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A. Introduction

A person created by God has different strengths and weaknesses, including intelligence. However, not all deficiencies such as intelligence possessed by the individual cannot develop. One of the efforts that can develop one's intelligence is education.

Education is a teaching process as an effort to change a person's attitude to become more mature. Education taken by a person can start from basic education. Where basic education is education that teaches about the basics of material before someone continues their education to a higher level.

According to Howard Gardner (Syarifah, 2019), there are 8 kinds of Compound Intelligence, one of which is linguistic intelligence. Linguistic intelligence is a person's ability to use words effectively. In addition, someone with linguistic intelligence has a large collection of words and has the ability to process them well. Linguistic intelligence is related to one's literacy, such as reading, writing, and speaking (Rosiana, Sunendar, and Damaianti, 2021: 162). Literacy is a person's ability to read and write. So that there is a close relationship between linguistic intelligence and literacy.

According to research conducted by the Indonesian Education and Cultural Policy Research Center on reading literacy activities, 9 provinces are in the medium category, 24 provinces are in the low category, and 1 province is in the very low category (Solihin et al., 2019). Overall, Indonesia's national alibaca index is included in the low literacy category. Thus, literacy in Indonesia is still relatively low, this indicates that the linguistic intelligence of a person or the local community has not been developed properly.

Elementary school learning currently uses the 2013 curriculum where the learning is structured in thematic form. The curriculum actually contains reading and writing activities that can develop students' linguistic intelligence. However, most teachers are less creative in developing learning models that involve students' linguistic intelligence.

According (Fuadi et al., 2020), one of the causes of the low development of students' linguistic intelligence is the learning environment and climate. This learning climate is related to how teachers carry out learning activities in schools. Thus, to develop students' linguistic intelligence in learning. In these activities, teachers can use learning models that pay attention to the development of students' linguistic intelligence. Based on some of these descriptions, it is

necessary to make efforts to develop students' linguistic intelligence through learning activities in schools. This research will identify what models can improve the linguistic intelligence of students in Indonesia, especially students at the elementary school level.

B. Method

The research method used in this research is library research. This literature study was conducted by collecting materials relevant to the research. The collection of these materials is obtained from scientific journals and other publications which will then be identified, presented and described descriptively.

C. Result and Discussion

Learning model

The learning model is a pattern that is used as a guide for planning learning in the classroom (Rehalat, 2014). Another opinion from Sudrajat is that the learning model is a form of learning that is presented specifically from the beginning to the end. This learning model wraps the application of an approach, method and learning technique in it (Santosa et al., 2020). At this time, there is a demand that a good learning model must make students active in the classroom. This learning model that activates students is usually compiled based on various principles and learning theories including learning principles, psychological theories, systems analysis, and other theories (Abdullah, 2017). Of the many types of learning models, teachers can choose them according to the characteristics of the subjects and students, so that effective learning is obtained in achieving learning objectives. Some things that must be considered in choosing a learning model are:

1. Considering the objectives to be achieved, "Is the model effective and in accordance with the objectives to be achieved?"
2. Adapting to teaching materials and materials, "What is the nature of the material to be taught and are there learning resources available to apply the model?"
3. Adjusting to the point of view, and characteristics of students, "Is the model in accordance with the characteristics, stages of growth and development, interests, conditions, and learning styles of students?"
4. Considering other things such as, "Is 1 learning model sufficient to achieve the learning objectives?," "Can the existing facilities and infrastructure support

the implementation of the model? Does the model have effectiveness and efficiency values?

Linguistic Intelligence

Linguistic intelligence is intelligence in processing and using words effectively both orally and in writing (Sukenti, 2017). This linguistic intelligence includes sensitivity to word meaning, rhythm, word intonation, and choice of diction in conveying information. A child with high linguistic intelligence will be able to establish good communication with others, have good speaking and writing skills, and be able to establish harmonious relationships with others (Ratnasari et al., 2020)

This is supported by (Sujiono & Yuliani, 2012), which says that children who have linguistic intelligence ideally have the ability to easily convince others, are good at arguing, understand reading, can write well, and if they become a teacher, the child will later can deliver subject matter communicatively and effectively (Tanfidiyah & Utama, 2019). As for (Suyadi, 2014), that children with high linguistic intelligence can usually easily influence others because they have extraordinary charm with their language style, verbal movements, and use of facial expressions so as to make what they say and write meaningful. and deep.

However, it does not mean that every child with linguistic intelligence has these skills perfectly, because every child has a different level of linguistic intelligence. It is very important to develop linguistic intelligence so that children are able to communicate well, especially in the surrounding environment, and can remember, process, memorize, and convey information well.

Developing oral and written linguistic intelligence of elementary school-aged children can be done in various ways and opportunities such as letting children play and communicate with other children around them, facilitating them with interesting reading books, and learning models with activity designs that provide opportunities. Students to think a lot, tell stories, write stories, explain or rewrite information and others.

Cooperative Learning Model Type Two Stay Three Stray

The first learning model is a two-stay two-stray cooperative learning model. The model has recently begun to be developed into a two-stay three-stray. Both of these models have the same concept as a cooperative learning model that provides opportunities for students to share information with friends/other groups. The two stay two/three stray model is a learning system that is carried out in groups

with the aim of working together, being responsible, helping each other in problem solving, and sharing information with other groups (Rahim et al., 2017). Learning activities in this model are carried out with a guest and visiting system with the aim of sharing and extracting information from other groups.

The first research by (Andini, 2019) entitled "Application of Two Stray Two Stray Type Cooperative Learning to Improve Speaking Skills in Indonesian Language Subjects for Class V Students of MI Al-Mawasir Padang Kalua, Lamasi District, Luwu Regency. This Classroom Action Research shows that after using the two-stray two-stray model, the average value of speaking skills which is one of the indicators or components of the elementary students' linguistic intelligence increases in each cycle. Therefore, it can be concluded that the two stray two stray model in this study can develop the linguistic intelligence of students in SD Grade 5 MI Al Mawasir.

Another research from (Pratiwi, 2019) entitled "The Effect of the Two Stay-Two Stray Cooperative Learning Model on Speaking Skills (Quasi Experimental Research on Class V Students at SDN 099 Babakan Tarogong Bandung)". This study uses a quasi-experimental method. Based on the results of this study, it was found that the Two Stay-Two Stray model used in the experimental class had an effect of 70.5% on students' speaking skills. The results of this increase are much more significant when compared to the use of the example non example model in the control class which only shows an increase of 15.8%. This finding proves that the Two Stay-Two Stray learning model has a significant effect on the speaking skills of students in class V SD Negeri 099 Babakan Tarogong.

Another study that uses the two stay there stray model is from (Hakim & Gutama, 2020) entitled "The Effect of Two Stay Three Strays on the Linguistic Intelligence of Elementary School Students" with a quantitative quasi-experimental research method involving 50 fourth grade students at SDN Lumbang II, Lumbang District Probolinggo Regency, that hypothesis testing obtained a significance value of 0.044, which means H_0 is rejected and H_a is accepted. Based on this, it can be concluded that the two-stay three-stray learning model has a significant effect on students' linguistic intelligence. As for other research conducted by (Hamiddin, 2012) two stay three stray that through the learning model Thus, the two stay three stray model can be applied in learning activities to improve students' linguistic intelligence

Round Club Learning Model

The second learning model that can affect the linguistic intelligence of elementary school students is the round club (around group) learning model. This learning model involves groups to discuss and practice giving individual views or opinions on a material obtained from the teacher to solve a problem. The selection of this learning model was based on a previous similar study with the title "The Effect of the Round Club Learning Model on the Linguistic Intelligence of Class V Students at SDN Sukabumi Utara 04 Pagi". This study was published by the authors (Maya & Rosyid, 2018), the method used was pre-experimental (one group pre-test – post-test design) because the researcher only took one group (class) as a sample and there was no control. class. The design used is also adjusted by taking measurements at the beginning before the treatment is called (pre-test) and after the treatment there is a measurement at the end called (post-test). The results of the research conducted are the round club learning model has a significant positive effect on students' linguistic intelligence. This is evidenced by the t count of 8.768 which is greater than the t table of 2.052, so that H_0 is rejected and H_a is accepted. In addition, from the analysis of R^2 (R square) or the coefficient of determination, it is known that 74.5% of the round club learning model contributes to linguistic intelligence, while 25.5% is influenced by other factors. Based on the explanation above, it can be concluded that the round club learning model can affect the linguistic intelligence of the fifth grade students of SDN Sukabumi Utara 04 Pagi.

Another study by (Amrina, 2019) which measured the effect of the impact of Round Club learning on one of the components of linguistic intelligence, namely the speaking skills of fifth graders at SD Inpress Paccinongang, Gowa. This pre-experimental research shows that students' speaking skills will be better when using the round club learning model than when they have not used the model. This shows that the round club model can improve the linguistic intelligence of elementary school students.

Contextual Teaching and Learning (CTL) Learning Model

The third learning model that can affect the linguistic intelligence of elementary school students is the Contextual Teaching and Learning (CTL) learning model. This learning model is a model that provides its own flexibility for students to be able to explore their own thinking in learning. This is in line with previous research was published by (Astuti et al., 2021) which entitled "The Effect

of Contextual Teaching and Learning (CTL) Learning Model Assisted by Pop Up Book Media on Linguistic Intelligence". This research. The method used in this study was Pre-experimental Design with the "One Groups Pretest-Posttest Design" model using a questionnaire as the data collection method. The results of the research that have been carried out show that the average value of the posttest questionnaire is 83.07 while the average value of the pretest questionnaire is 77.29. So it can be concluded that there is a positive influence from the use of the Contextual Teaching Learning (CTL) learning model on linguistic intelligence in the fourth grade students of SDN Ngargogondo.

Similar results were also obtained from research (Wiranti & Sarie, 2019) through their research at Al Islam Pengkol Elementary School. This study used a non-equivalent control group design where the researchers conducted research in different elementary schools, namely grade 1 students at Al Islam Pengkol Elementary School who were treated with the CTL model, while the other class was in SD Negeri 1 Pengkol who were treated using a conventional learning model. The results of this study indicate that grade 1 students at SD Al Islam Pengkol who were treated with the CTL model assisted by the media showed a more optimal development of linguistic intelligence than those at SD Negeri 1 Pengkol who used the conventional model.

D. Conclusion

The results of research on literature review regarding the application of learning models that can affect linguistic intelligence in elementary school students have shown that there is an influence on linguistic intelligence of elementary school students by using appropriate learning models. The learning models that can affect the linguistic intelligence of elementary school students include the cooperative learning model of the two stay two/three stray type, the round club learning model, and the contextual teaching and learning (CTL) learning model.

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