
IMPLEMENTATION OF MULTIPLE INTELLIGENCE BASED LEARNING IN SD

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ABSTRACT

Intelligence is the ability to follow the knowledge, skills and expertise of a person to solve problems. In essence, every individual has several intelligences, including linguistic, mathematical, visual, spatial, kinesthetic, interpersonal, intrapersonal, musical and naturalist intelligences. However, the portion owned by each individual is not the same depending on how to develop all existing intelligence. With the birth of various types of intelligence that exist that each individual must understand, it is hoped that educators will not only assume that students who are smart and achievers are not academically intelligent. Because the potential of students in addition to the ability of the academic field only. All intelligences can be applied and can be companions independently of one another. In various theories of multiple intelligences, a teacher can indirectly master and learn with various learning methods. So that the function of the teacher here is as an educator, mentor, coach, advisor, reformer, creativity booster, generator, evaluator so that students succeed in optimizing.

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A. Introduction

Education has an important role in human life. According to Ki Hajar Dewantara, education is a way to instill noble values that are maintenance, progress, and cultural development in new generations towards the value of human life. Education is carried out to obtain the perfection of life both in character, mind, and body in harmony with nature and society. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort in creating an atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. needed for himself, society, nation and state. Education is a way of guiding children from birth until they reach maturity, both physically, spiritually, and interacting with nature and society in the surrounding environment (Nurkholis, 2013: 26).

Education can be given to children through the learning process. Learning is a process to make it easier for students to gain knowledge, master skills, and build character so that students can learn well (Djamaluddin & Wardana, 2019: 13). The community views that learning is a process carried out by teachers to students so that students can learn. The learning process carried out is planning, implementation, and evaluation activities. Kokom (in Faizah, 2017: 179) explains that learning activities start from preparation, namely planning programs and equipment needed in learning, carrying out learning activities according to planning, and following up on lessons that have been implemented.

Learning carried out in elementary schools is the development of concepts that students have and is connected to the actual situation. The concepts and information of a lesson are associated with problems that occur in everyday life. In the learning process, the abilities of each student cannot be equated because each student has a different level of intelligence. Gardner (1983) states that each individual has a different intelligence and is called multiple intelligence. Multiple intelligence is the ability that a person has in solving a problem or can create a work of value in certain circumstances. According to Howard Gardner, multiple intelligences consist of at least 9 kinds of intelligence, namely: (1) linguistics, (2) logical-mathematical, (3) spatial (spatial), (4) musical, (5) kinesthetic, (6)

interpersonal (interpersonal).), (7) intrapersonal (intrapersonal), (8) naturalist (environment), and (9) existential.

Each intelligence is owned by someone with a different size. The multiple intelligences possessed by students can be explored, grown, and developed in an optimal way. There needs to be an application that can train and develop various intelligences possessed by students. In elementary schools, students' multiple intelligences are trained and developed through learning with various types of applications. Based on this description, the authors are interested in studying the application of multiple intelligence-based learning in Elementary Schools (SD) and Madrasah Ibtidaiyah (MI).

B. Method

The method used in this study is a literature review. The literature review is carried out by reviewing several journal references in the form of articles on the application of multiple intelligence-based learning in SD/MI. This literature review represents studies that have been carried out by previous researchers regarding the application of multiple intelligence-based learning in SD/MI which are then summarized to obtain the theoretical basis for the research. Research conducted by previous researchers through field research aims to determine the application of learning in Elementary Schools (SD) and Madrasah Ibtidaiyah (MI) based on multiple intelligences.

Researchers conducted reference searches from various articles in journals obtained according to related titles and topics. This reference search lasted for two months, May-June 2022. The data used in this study is secondary data from field research from national journals that have been carried out by previous researchers related to the application of multiple intelligence-based learning in SD/MI. Data collection is done by searching for articles from several journals and proceedings that have been accredited with national journals and proceedings in the database, namely Google Scholar.

Search articles or journals in this study using keywords such as the application of learning, multiple intelligences, multiple intelligences, multiple intelligences, and learning in SD/MI. This article search used 1 article from 2007 and 11 other articles with 9 year intervals between 2014-2022. The format used by researchers in the literature review is the PICO(S) framework format regarding the application of multiple intelligence-based learning in SD/MI.

Based on a literature search obtained from the Google Scholar database with several keywords according to the research, the researchers found 12 articles related to multiple intelligence-based learning in SD/MI from several national journals with the same database. The researcher then screened the articles based on the title (n=3), abstract (n=3), and full text (n=6) with the theme of literature review in accordance with the research.

C. Result and Discussion

Researchers have analyzed the literature review with a total of 10 articles and those chosen to be references are 10 articles because they are in accordance with the research theme. The journal used is a national journal. At this stage, the results of the literature review analysis conducted by the researcher are explained in tabular form. The table presented contains the author's name and year, research title, population and sample, type of research, data collection, and important findings. This literature review analysis was carried out by reading and drawing conclusions on important findings that were different from each article that had been made by previous researchers. The following is a table of literature review analysis

Tabel. Hasil Literatur Review

No	Nama Penulis, Tahun	Judul Penelitian	Populasi dan Sampel	Jenis Penelitian	Pengumpulan Data	Temuan Penting
1.	Af'idah, N.N & Klolil, M , 2021	Implementasi Pembelajaran Berbasis <i>Multiple Intelligence</i> s di SD Hidayatul Murid <i>Full Day</i> Ampel Wuluhan Jember	Fourth grade teachers, fourth grade students, foundation founders, and school principals	Qualitative with case study type	Observation, Interview and Documentation	The implementation of multiple intelligence-based learning is carried out in three stages, namely planning which consists of knowing intelligence with interview tests and ability tests and

						making lesson plans. The implementation is by doing alpha zone activities and followed by setting/warmer, then activities from 9 kinds of intelligence. The last stage is an evaluation consisting of daily assessments, PTS, and PAS.
2.	Pertiwi, S & Syara, Y.S, 2020	Implementasi Metode Sentra Terhadap Kecerdasan Majemuk Pada Peserta Didik Kelas I SD Tazkia Global Islamic School Sentul Bogor	Class I consisted of 29 people consisting of 2 groups. From the 2 groups, only 1 was taken with a total of 14 people. The sample used is only 1 person, namely Ano.	Qualitative Descriptive	Observation, Interview and Documentation	Implementation consists of 3 stages: 1. Planning is making Lesson Plan which contains an overview of learning every day but does not write down the types of multiple intelligences that are developed 2. The implementation of the center

						method consists of 4 experiences before playing, the teacher tells stories, experiences when playing, experiences after playing, and the kinds of intelligence that have been developed. The assessment is carried out using several techniques, namely observation and checklist.
3.	Susilo, B.A.T et al, 2018	Pembelajaran Matematika Realistik yang Melibatkan Kecerdasan Majemuk Pada Materi Volume Bangun dan Luas Permukaan Untuk Sekolah Dasar	Class V at MI Faqih Hasyim. The sample is 6 students of Class V.	<i>Preliminary Design, Pilot Experiment</i> , and <i>Teaching Experiment</i>	Observation and Interview	The research design used in this study is to integrate seven multiple intelligences into the instructional theory location on the volume of blocks and cubes. The student's activity is to

						understand the nets of blocks and cubes and use them in solving surface area problems. The next stage is to conduct a teaching experiment based on the results of the retrospective at the pilot experiment stage.
4.	Fakhriyah, F & Roysa, M & Sumaji, 2014	Penerapan Pembelajaran Tematik Berwawasan Multiple Intelligence Dalam Upaya Membentuk Karakter Siswa di SDIT Al Islam Kudus.	All grade I students at SDIT Al-Islam Kudus are 5 classes. The sample used is 2 classes.	<i>True Experimental</i>	Pretest dan Post test	The application of thematic learning with multiple intelligences can be implemented by optimizing children's intelligence with an active, creative, and effective learning process. The characters formed are independent, responsible, eager, and democratic.

5.	Halimah, L et.al, 2007	Menumbuhkembangkan Kecerdasan Majemuk Siswa SD Melalui Penerapan Metodologi Quantum Teaching dalam Pembelajaran Tematik	Class 2 teachers and students at SD Laboraturium UPI	Research and Development (R&D)	Preliminary study results, development results, and validation test results	Thematic learning with a quantum teaching scenario design has the TANDUR steps (Grow, experience, name, demonstrate, repeat, and celebrate). The thematic learning model with quantum scenarios is quite conducive to developing students' multiple intelligences
6.	Hermita, N et,al , 2016	Pembelajaran Berbasis Kecerdasan Jamak Untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Negeri 4 Cicurung Sukabumi	30 fourth graders at SD Negeri 4 Cicurung Sukabumi	One Group pretest posttest	Pretest and posttest	Other types of intelligence from students that have not been a concern like the dominant intelligence should be a concern. Elementary school is a place for formal knowledge formation. Learning can be more

						meaningful if the teacher is able to develop the potential of students into competence. Teachers must make innovations to facilitate the development of multiple intelligences in students.
7.	Amelia, D.J, 2017	Analisis Pelaksanaan Pembelajaran Tematik Berorientasi Multiple Intelligences di Kelas Awal SD Muhammadiyah 9 Malang	Early grade students are 1,2,3 in SD Muhammadiyah Malang.	Descriptive Research	Observation, Interview and Documentation	Learning in SD Muhammadiyah 9 Malang which is oriented to Multiple Intelligences has been facilitated by teachers to learn through eight types of multiple intelligences, namely linguistic intelligence, mathematical logical intelligence, spatial intelligence, musical intelligence,

						kinestheti c intelligenc e, interperso nal and intraperso nal intelligenc e, and naturalist intelligenc e. The obstacle faced is that this multiple intelligenc es- oriented learning is not implemen ted at the same time.
8.	Solikhah, M et.al , 2015	Pengaruh Pembelajar an Berbasis Multiple Intelligence s Terhadap Hasil Belajar Matematika Siswa Kelas III SDN Brayubland ong Mojokerto	There are 46 students in class III. The sample used is the experimental class as many as 23 people and the control class as many as 23 people	Quantitativ e research with True Experiment al research methods Design with design shape Pretest Posttest control group design.	Tests, observati ons, and questionn aires	Learning mathemat ics based on multiple intelligenc es is able to significant ly improve student learning outcomes .Multiple intelligenc es-based learning is very pleasant for students to have a positive response. The learning outcomes of students in the experime ntal class

						(multiple intelligences) have higher scores than those in the control class.
9.	Pramusinta, Y et.al, 2018	Efektivitas Pembelajaran Tematik Berbasis Multiple Intelligences dan Hasil Belajar Siswa Pada Tema Hewan dan Tumbuhan	Class V students at MIN 1 Malang City, the sample is 25 students	Quantitative Research	Observations, questionnaires, and questionnaires	There is a significant effect between integrative thematic learning and multiple intelligences in improving student learning outcomes . Integrative thematic learning based on multiple intelligences is very effective and able to positively improve student learning outcomes

10	Viarti Eminita & Arlin Astriyani, 2018	Persepsi Orang Tua Terhadap Kecerdasan Majemuk Anak	All students of SD Labschool FIP UMJ, namely grade 1 to grade 6 students, totaling 257.	Quantitative research survey method.	Questionnaire, documentation, and interviews	<p>The perception or performance of children's multiple intelligences is in accordance with parental support, which is 94.9%. This means that parents have high satisfaction with their children's multiple intelligences, but parents think that their children's logical-mathematical intelligence still needs to be improved. The performance of multiple intelligences that must be maintained is spiritual, interpersonal, and language intelligence. These three intelligences are also</p>
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						intelligences that are considered important for parents, with more than 41% support.
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Intelligence according to Santrock (2011), intelligence (intelligence) is problem solving skills and the ability to adapt and learn from everyday life experiences. While Lazaer (1995) suggests that intelligence is a multidimensional phenomenon that is present at various levels of our brain/mind/body system. Each intelligence in children appears at a certain time according to the stages of development as proposed by Piaget (Sund: 1976; Slavin: 2011; Hergenhahn: 2009; Ormrod: 2009) which occurs starting from the sensorimotor phase (0-2 years), the preoperational phase (2-7 years), the concrete operations phase (7-12 years) to the formal operations phase (12 to adulthood). The teacher applies several activities to develop the nine kinds of intelligence that students have, as follows: Verbal/linguistic intelligence Verbal/linguistic intelligence is intelligence about all things related to words and language, expressed in activities such as reading and writing. write poetry, tell stories, and think symbolically (Budiningsih, 2015: 114). The language intelligence activities found at the time of the research were writing poetry with a certain theme that previously the teacher had also read an example of a poem, asking questions when students were working on math problems and explaining how to do it and how to find the answer, practice reciting one of the poems in the book. books, discussions with a group of friends to work on problems, and read aloud when discussing the problems that have been done. From these activities, it can also be seen that teaching aids or the media used are in the form of poetry texts. Logical-mathematical intelligence (logical/mathematical

intelligence) Logical-mathematical intelligence is the intelligence to use numbers effectively such as mathematicians, tax accountants, or statisticians. Can reason well and be sensitive to patterns and logical relationships, propositions (cause and effect relationships) (Armstrong, 2009: 6). Another opinion adds that scientific thinking, deductive and inductive thinking and being able to face new problems or challenges and try to deal with them are also included in this intelligence (Budiningsih, 2015: 114) In mathematical logical intelligence, the average early grade teacher asks students to come forward with objects. concrete. Visual-spatial intelligence (visual/spatial intelligence) Visual-spatial intelligence is the intelligence of seeing an object with detail and accuracy and being able to make transformations of the object seen. This intelligence involves sensitivity to color, line, shadow, shape, space, and the relationship between these elements or art. Including the intelligence of visualizing and expressing ideas in visual-spatial forms, chess games, navigation, and architecture (Armstrong, 2009: 6)

The teacher's spatial intelligence develops it by using pictures, poster images and audio visuals. Kinesthetic intelligence / body (body / kinesthetic intelligence) Kinesthetic intelligence / body is the intelligence to express ideas and feelings through the body and certain physical skills such as balance, flexibility, and strength (Armstrong, 2009: 7). Including combining mind and body or physical movements so as to produce movements perfectly (Helmawati, 2018: 139-140). Interpersonal intelligence (interpersonal intelligence) Interpersonal intelligence is intelligence related to the ability to cooperate, and communicate with other people, both verbal and non-verbal communication. Sensitivity to feelings, motivations, expressions, and gestures. At a higher level, they can read the context of other people's lives and even the decisions to be taken (Budiningsih, 2015: 115). Having sensitivity and empathy for others is also included in this intelligence (Helmawati, 2018: 152). Intra-personal intelligence (intra-personal intelligence) Intra-personal intelligence is the intelligence to understand the internal aspects of oneself such as self-reflection, intuition, and spirituality, to be responsible for one's life. This intelligence is most individual (Budiningsih, 2015: 115). Concern with moods, intentions, motivations, temperaments, desires, self-discipline, self-understanding, and self-esteem are also intrapersonal intelligences (Armstrong, 2009: 7). Musical intelligence (musical intelligence) Musical intelligence is intelligence about sensitivity to sounds, tones, rhythms, rhythms, and sounds around (Budiningsih, 2015: 115). Many musical intelligence activities are carried out during the alpha

zone activities by singing various kinds of children's songs, Javanese songs, and songs recommended for reading basmalah. In addition, the teacher also changes the lyrics of the song with lyrics that are in accordance with the material on the diversity of religions in Indonesia along with its big day and the diversity of ethnic groups in Indonesia and its provinces. Musical intelligence activities were also found during choral interest talent activities and recitation of the Qur'an. However, the talent and interest activities are specifically for students who have a tendency to intelligence or musical talent. Naturalist intelligence (naturalistic intelligence) Naturalist intelligence is the intelligence to recognize and classify various species of flora and fauna that exist in their environment. Including sensitivity and recognizing natural phenomena such as the shape of clouds, and mountains. For those who live in urban areas, they have the ability to distinguish inanimate objects around them (Armstrong, 2009: 7). Existentialist intelligence (existentialist intelligence) Existential intelligence is the intelligence to realize and appreciate the existence of oneself in the world and what is the purpose of life in the world as found in a philosopher. This intelligence can develop through contemplation and self-reflection, and religious activities (Budinarsih, 2015: 116). Multiple intelligences or multiple intelligences have a positive and significant effect on student learning outcomes. The analysis of the curriculum here aims that learning is designed in accordance with the mathematics curriculum that applies to elementary school children as subjects in learning activities. The analysis includes determining teaching materials, learning objectives, and learning indicators in developing multiple intelligences. The learning tools used in this research are lesson plans, syllabus and worksheets. The device was first validated by experts before being used in research. The average validity of the lesson plans uses a rating scale of 1-5 of 4.0 with a good category and suitable for use. The average validity of the syllabus using a rating scale of 1-4 is 3.7 with a very good category while the average validity of the LKK is 3.7 with a very good category. The instruments used in this research are Learning Outcomes Tests, Student Activity Instruments, Teacher Activity Instruments, and Student Response Instruments. The instrument was first validated by experts before being used in research. The average validity of the learning outcomes test instrument using a rating scale of 1-4 is 3.7 with a very good category. The average validity of student activity instruments using a 1-4 rating scale is 3.8 with very good category, the average validity of teacher activity instruments is 4.0 with very good category, and the

average validity of student response instruments is 3.6 with categories very good.

D. Conclusion

The application of thematic learning with multiple intelligences in an effort to shape the character of students in elementary schools based on the results of the research obtained, other types of intelligence from students who have not been a concern such as dominant intelligence should also be a concern because learning in elementary school is the beginning of formal knowledge formation by participants educate. Learning will be more meaningful if the teacher is able to develop the potential of students into a competency. Therefore, teachers must develop various innovations in facilitating the development of multiple intelligences possessed by students and can improve student learning outcomes

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