

# Teacher Strategies for Improving Multiple Intelligences Using a Stimulus Approach in Elementary Schools

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**Abstrak.** The primary objective of this study is to ascertain the pedagogical methods used by instructors in elementary schools to enhance multiple intelligences through the utilization of a stimulus-based approach. The study aims to enhance the multiple intelligences of students by emphasizing the development of fundamental competencies within the domains of social, cultural, and economic studies. This study employs the case study methodology, using data-gathering techniques such as observation and interviews. The research used a sample consisting of class instructors, theme teachers, and students in grades 3, 4, and 5. The assessment of an individual's intellect extends beyond mere test scores or IQ measurements, including a broader spectrum of competencies. The findings of the study indicate that there is variability in intelligence across students, with some individuals exhibiting several competencies. The educator's instructional strategy has a significant impact on the students, facilitating the development of their cognitive abilities. In order to enhance multiple intelligences in pupils during an age of advanced growth, educators must adopt an open, creative, and inventive mindset. This will enable them to devise techniques that may effectively promote improvement.

**Keywords:** Multiple Intelligences, Stimulus, Teacher Strategy.

## PENDAHULUAN

In contemporary times, the educational system primarily emphasizes the cultivation of students' cognitive capacities, while neglecting other potential areas of development. The present curriculum in place necessitates that pupils possess cognitive abilities and actively engage in learning endeavors (Insyasiska dkk, 2015). Cognitive abilities are skills that are continuous with a person's intelligence (Nurazizah dkk, 2017). Nevertheless, an individual's achievement is not just determined by cognitive aptitude, but may also be influenced by several variables such as genetics and environmental conditions. Every kid has unique qualities that educators must acknowledge and cultivate (Dewi & Maemonah, 2022)

According to Hanafi (2016), those who possess the will to engage in academic pursuits, adapt to unfamiliar settings and their surroundings, and demonstrate problem-solving abilities via their own innovative thinking are considered to possess desirable qualities. The prevailing perception of intelligence among individuals is often evaluated based on academic performance, as shown by examination outcomes or intelligence quotient (IQ) assessments (Hasanah, 2017). Nevertheless, an individual's cognitive abilities are not just determined by their IQ or academic performance, since there are more facets of intelligence inside a student (Sari & Oktariani, 2019).

According to Gardner and the original proponent, the concept of multiple intelligences pertains to the capacity to effectively address and resolve the challenges encountered in daily life (Dewi & Maemonah, 2022). According to Gardner's theory, there are eight distinct categories of multiple intelligences: linguistic intelligence, logical-mathematical intelligence, kinesthetic intelligence, natural intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence (Riberu & Azis, 2020). According to Tabi'in (2017), the use of various intelligences allows instructors to provide equitable and individualized treatment to students, hence eliminating the notion of student incompetence. By affording students equal chances and fostering

their inherent love for learning, educators may effectively address the diverse range of intelligences present in the classroom.

The development of multiple intelligences throughout the primary school years is considered appropriate due to the concurrent psychomotor, cognitive, and behavioral advancements experienced by children within this age group (Wijaya, 2018). According to Fitria & Marlina (2020), the problem-solving abilities of each child are distinct and may be attributed to their distinctive intellect. The function of the instructor in theme learning, particularly with regard to enhancing multiple intelligences via stimulation, has been explored by Marimbun, (2021). The stimuli provided throughout the learning process may take several forms, such as literacy activities, numerical games, collaborative talks, environmental exploration, or other supplementary media.

The pedagogical approach and educational experience have the potential to enhance the development of students' diverse intelligences. The educator plays a crucial role in comprehending the intellectual capacities of pupils and effectively fostering their development (Arifmiboy, 2016). According to Arns (2021), the concept of many intelligences may be seen in student work. Additionally, Munajah (2021), suggests that student-centered learning can enhance the development of multiple intelligences. According to Kusniati (2016), a reputable educational institution is characterized by its ability to acknowledge and value the intellectual capacities of every student. Hence, it is essential to use suitable instructional approaches by educators in order to optimize the utilization of children's diverse intelligences within the context of primary education (Nurlaeliyah, 2015).

By comprehending the concept of many intelligences, educators may acquire a diverse range of instructional approaches, enabling them to go beyond relying just on the lecture style and instead include a combination of other ways (Syarifah, 2019). According to Legowo (2017), it is posited that intelligence levels differ across individuals due to the presence of many intelligences. This perspective aims to facilitate optimal academic performance and cultivate a positive disposition toward the process of acquiring knowledge. The objective of this study is to examine the tactics and responsibilities of educators in the educational process with the goal of enhancing students' multiple intelligences in the domains of social, economic, and cultural development via theme instruction, while also providing guidance and fostering their skills (Zulmi & Lisytani, 2017). The objective of this study is to examine the appropriate stimulus for enhancing students' intellect and evaluate the efficacy of using the stimulus strategy.

## METHOD

Research procedures are a set of guidelines that govern the execution of research in accordance with established scientific principles or empirical evidence (Priyono, 2016). The research methodology used in this study is a qualitative case study approach. The use of this approach is attributed to the acquisition of a more comprehensive understanding of the study phenomena (Suleiman et.al., 2019). The study was conducted between September and December of 2022.

The focus of our interviews and observations included teachers in grades 3 and 5 at SD Muhammadiyah Special Program Kotabarat Surakarta, as well as teachers in grades 3, 4, and 5 at Madrasah Ibtidaiyah Muhammadiyah (MIM) Trangsan. The author conducted data collection using primary and secondary sources. The primary data source involved observation and interviews with teachers from classes 3 and 5 at SD Muhammadiyah Special Program Kottabarat Surakarta, as well as class 3, 4, and 5 teachers at Madrasah Ibtidaiyah (MIM) Translation. Supplementary information is derived from scholarly publications and themed literature designed for students in grades 3, 4, and 5. The study material was acquired using archival methods pertaining to KD, which has significance in the domains of social, cultural, and economic spheres. Observations were conducted to examine the learning methodologies used, and interviews were conducted to get more insights (Estifani dkk, 2021).

The research was conducted at two different locations: the Special Program Muhammadiyah Elementary School in Kottabarat, situated on Jl. Doctor Moerwardi No.24, Purwosari, Laweyan District, Surakarta City, and the Muhammadiyah Elementary School (MIM) Trangsan, located on Jl. Dani Raya, Blarong, Trangsan, Gatak District, Sukoharjo Regency. The qualitative analysis techniques encompass several steps. Firstly, data collection is conducted through the utilization of documentation and observation methods. Secondly, data condensation occurs, prompting researchers to exercise selectivity regarding the dimensions and relationships that hold significance in acquiring information. This involves focusing on problem formulation, evaluating the quality and adequacy of the data, and simplifying the data into a more comprehensive pattern. The presentation of data is characterized by its planned and orderly arrangement, which aims to enhance readability and comprehension for the intended audience. In the process of verification, the writer or researcher draws conclusions (Saldaña, Johnny dan Omasta, 2017)

## RESULT AND DISCUSION

The notion of multiple intelligences encompasses several dimensions of intelligence (Syarifah, 2019). Gardner is the one who initiated discourse on the concept of many intelligences. Gardner's theory of multiple intelligences encompasses eight distinct intelligences, which include linguistic intelligence, intrapersonal intelligence, interpersonal intelligence, musical intelligence, visual-spatial intelligence, kinesthetic intelligence, logical-mathematical intelligence, and naturalist intelligence (Ladyawati & Dewi, 2014). The presence of this idea has the potential to broaden the perspectives of individuals, highlighting that an individual's intellectual capacity is not just determined by their proficiency in language and mathematics (Alhamuddin, 2016).

Gardner's theory of multiple intelligences acknowledges and values the distinct attributes of individuals' skills (Fathani, 2019). The concept of multiple intelligence posits that individuals possess a range of intelligence, as stated by Handayani (2022). The development of an individual's intellect requires ongoing efforts, and one potential approach to enhance different intelligences is via the provision of stimulating experiences. According to Gaol (2016), stimulus refers to a kind of stimulation provided to individuals with the purpose of enhancing their cognitive abilities.

### Multiple Intelligences

Intelligence refers to an individual's cognitive capacity to effectively address challenges encountered in daily life and engage in problem-solving activities, adapting their thinking processes to suit diverse contextual circumstances (Rahmi, 2018). The cognitive talents of each student are consistently associated with intelligence. The measurement of intelligence may be accomplished by administering an IQ test, followed by an analysis to identify the specific cognitive abilities that are prominent in the student (Hanafi, 2019). There are several factors that have been identified as influencing intelligence. Firstly, hereditary factors play a significant role in determining an individual's intelligence. Secondly, environmental factors, particularly in relation to the development of multiple intelligences, have been found to be influential. These environmental factors contribute to the emergence of specific interests, which in turn serve as a motivation for action. Lastly, the freedom factor is also important, as individuals have their own unique approaches to problem-solving. These factors have been discussed by Maftuh (2015).

According to Sarnoto (2020), a multiple is characterized by its multiplicity, indicating the presence of more than one component. The concept of multiple intelligence refers to the presence of numerous intelligences inside each individual, as stated by Tabi'in (2017). The concept of multiple intelligence posits that individuals possess a diverse range of intelligence (Sulaiman, 2015). The concept of multiple intelligences encompasses a total of nine distinct intelligences, which are as follows:

#### 1. Linguistic Intelligence

Linguistic intelligence refers to an individual's aptitude in the analysis of vocally or written acquired knowledge and its subsequent application via the use of language, including many forms such as poetry, short tales, or daily notes (Muhammad dkk, 2022). Children who possess linguistic intelligence exhibit certain characteristics. These include a heightened capacity for memory, proficiency in communication, and adherence to language spelling rules. Additionally, they demonstrate a strong affinity for language, an appreciation for poetry, a fondness for reading story books, and an ability to effectively express their emotions through verbal means (Mufidah & Mukhlisin, 2020). According to Sukenti (2017), linguistic intelligence encompasses several skills such as artistic expression, verbal communication, language proficiency, attentive listening, and written composition. Children who possess linguistic intelligence may enhance their abilities via many stimuli, such as exposure to creative literature, participation in journalism-related extracurricular activities, engagement in educational games, or exercises that include word associations.

**TABLE 1.1** Aspects of Students' Linguistic Intelligence

No	Aspect	Description	Number of Students		
			Grade 3	Grade 4	Grade 5
1	Writing poetry	student likes to write poems and write them down.	3	0	1

2	Literacy	students like to read story books, novels, comics, and learning material books	18	10	11
3	Expressive	Students have the ability to effectively articulate their emotions, such as happiness, sadness, and disappointment, via verbal communication.	18	5	16

There are many strategies that may be used to enhance multiple intelligences, and one such approach is the utilization of composing poetry as a means of communicating emotions (Dewi, 2022). According to Fransori (2017), those who like poetry find beauty in the eloquent language used within poetic compositions. Furthermore, students have the opportunity to cultivate their ability to utilize appropriate and aesthetically pleasing language while engaging in the practice of poetry. The findings of the study conducted on grade 3 kids who have an affinity for writing poetry indicate that not all pupils within the cohort exhibit this preference, with just three students displaying a genuine interest in this form of creative expression. This assertion is grounded on the observation that there is a scarcity of poetry content specifically designed for third-grade students. In the context of Indonesian language instruction, references to poetry in the third-grade curriculum are mostly made within the domain of reading activities. At the higher grade level, namely in the fourth grade, there was a lack of student engagement or enthusiasm towards the composition of poetry. Although there is only one student in grade 5, they have a notable proficiency in the domain of reading poetry. Individuals who possess an affinity for poetry may not necessarily possess the ability to effectively articulate their thoughts and ideas via the medium of poetry. Writing poetry may have a constructive impact on the development of pupils who possess a heightened sensitivity towards their environment (Abimubarak, 2021).

The successful implementation of reading literacy programs has been seen in both Muhammadiyah Special Program Kotabarat Surakarta and Madrasah Ibtidaiyah Muhammadiyah Trangsan. Each classroom is equipped with a creatively and engagingly designed reading space, which is curated by the students themselves. According to Satris (2019), engagement in literacy activities contributes to the development of students' cognitive abilities, enabling them to effectively locate and comprehend many forms of information. Literacy activities include the fundamental skills of reading, writing, listening, and critical thinking, all of which are indicative of linguistic intelligence (Sumirat & Aliyyah, 2019). The reading literacy policies vary across various classes, nevertheless, it is evident from the poor reading proficiency in Indonesia that pupils lack a personal understanding of the significance of literacy (Sovia, 2016). In lower grade levels, such as in the third grade, it is advisable for children to engage in reading literacy activities while they are waiting for their time to recite or present remembered information. In higher-level academic settings, particularly in Class 4, it is customary for students to engage in extensive reading of relevant materials. This practice is implemented to ensure that students get comprehensive instructions and guidance from their instructors during instructional sessions. The current policy mirrors the one enacted during the fifth grade, with the exception that in the fifth grade, books were borrowed on a biweekly basis. Additional regulations include the practice of engaging in reading activities during designated breaks and periods of leisure. Moreover, the act of conveying emotions via verbal communication is a straightforward process. It is fairly uncommon for students to engage in the practice of expressing their emotions to both instructors and peers, particularly while experiencing sentiments of sadness, happiness, or anger. Specifically, pupils will exhibit spontaneous emotional expressions, such as experiencing boredom during class or seeing learning as challenging.

## 2. Intrapersonal Intelligence

Intrapersonal intelligence refers to an individual's aptitude to comprehend their own emotions and thoughts, with the purpose of establishing a sense of personal identity (Arjoni & Hermanto, 2018). According to Lagibu et al., (2018), children who possess intrapersonal intelligence exhibit certain traits. These include a preference for expressing themselves via storytelling in diary format, a heightened self-awareness, an ability to discern what has significance, and proficiency in problem-solving. Intrapersonal intelligence refers to an individual's capacity to engage in self-reflection and make autonomous choices, as well as effectively regulate their emotions. The intellectual abilities of children may be enhanced by the provision of stimuli, such as engaging in dialogues with peers during classroom activities and instructors actively watching students' behaviors within the educational setting (Hidayah et al., 2018).



**TABLE 1.2** Aspects of Students' Intrapersonal Intelligence.

No	Aspect	Description	Number of Students		
			Grade 3	Grade 4	Grade 5
1	knowing ourselves	Having knowledge of the benefits and drawbacks of a certain thing	4	5	1
2	Introvert	Prefers solitary pursuits and engaging in individual interests, as opposed to socializing with others.	2	1	2

Self-awareness refers to the conscious recognition and understanding of one's own strengths and shortcomings in certain domains, as well as one's own identity, enabling individuals to appropriately navigate and react to various situations (Permana & Fitriani, 2020). According to Mardison (2017), the commencement of primary education often occurs when children reach the age of seven. At this stage, children demonstrate the ability to identify themselves via language-related elements and their interactions with the surrounding world. In the third grade, there is a group of several children, while in the fourth grade, there is a smaller group consisting of five children. Finally, in the fifth grade, there is only one kid. There is a subset of individuals within the primary school age range who have not yet reached a level of cognitive development comparable to that of adults, hence limiting their ability to comprehend the benefits and drawbacks associated with a certain subject matter. According to Parancika (2022), an important benefit for these pupils is the development of mature thinking abilities, enhanced decision-making skills, and a strengthened sense of identity.

According to Rahayu and An (2017), individuals who possess intrapersonal intelligence have a preference for solitude and tend to be reserved in nature, which often corresponds to introverted personality traits. In class 3, there exists a pair of pupils who exhibit a preference for solitude, a characteristic that may be attributed to certain circumstances that transpired during their time in class 2. Despite their preference for solitude, these two students exhibit a keen awareness of their environment, indicating a self-imposed restriction on their immediate surroundings (Sari, 2018). According to Husin et al. (2019), within class 4, there existed a solitary student who exhibited a preference for solitude over socializing with peers. This inclination towards solitude was attributed to the student's experience of social exclusion from their classmates, resulting in subsequent withdrawal and reticence. In class 2, there are two pupils who possess identical features and variables as those encountered by students in class 4.

### 3. Interpersonal Intelligence

According to Rahmi (2018), interpersonal intelligence refers to a person's capacity for social interaction and connection with others based on attitudes like leadership, empathy, self-confidence, and responsibility towards oneself and others. According to Tartila and Aulia (2021), individuals with interpersonal intelligence exhibit certain qualities, such as a preference for engaging in discussions, a propensity for socializing with a wide range of others, adeptness in effective communication, and a proclivity for sharing narratives with others. The enhancement of intelligence may be facilitated by many stimuli, such as engaging in social interactions with friends or family members. In the context of education, it is essential to foster the development of interpersonal intelligence in students, as it contributes to the cultivation of emotional and social aptitudes (Nurunnisa, 2017).

**TABLE 1.3** Aspects of Student Interpersonal Intelligence

No	Aspect	Description	Number of Students		
			Grade 3	Grade 4	Grade 5
1	Discussing	able to understand the material well, able to develop opinions using their own language and able to respect the opinions of others	18	5	7
2	Socializing	Confident, able to communicate well and fluently, and easily open up to other people	34	19	20

Discussion is a process in which individuals engage in the exchange of ideas by expressing their perspectives to one another (Saputra, 2015). The use of discussion activities in educational settings offers students an opportunity to articulate their viewpoints and enhance their proficiency in interpersonal communication (Johan, 2018). According to Johan and Ghasya (2017), students are motivated to actively participate in the activity, demonstrating a preference for expressing their viewpoints and engaging in the exchange of ideas. Not all students within a given classroom exhibit equal ease in articulating their viewpoints or engaging actively in discussion-based activities. In the third grade, there are a total of 18 children. In the fourth grade, there is a smaller cohort of five pupils. Lastly, the fifth grade consists of seven students.

Socialization is a process by which individuals acquire information and understanding of societal norms, values, religious beliefs, intellectual pursuits, artistic expressions, and social structures within their immediate surroundings (Ismail, 2019). Within the educational setting, children are instructed on the need to cultivate positive relationships with their peers as well as the significance of displaying courteous behavior (Nasution, 2014). The findings of the study conducted for class 4 revealed that out of the total sample size, 34 students exhibited a preference for socializing, while a minority of 2 students had a more introverted inclination. In the fourth-grade classroom, there is a cohort of 19 pupils that exhibit a proclivity for social interaction, whereas a solitary disposition is seen in one youngster. In the fifth grade, there is a cohort of 20 students who exhibit strong socialization skills, while a minority of two individuals have introverted tendencies. According to Oviyanti (2017), the presence of interpersonal intelligence among students promotes their engagement in social interactions. However, it is worth noting that there are still students who prefer solitude but remain observant of their environment.

#### 4. Musical Intelligence

Putri (2020) defined musical intelligence as the capacity to appreciate a variety of musical knowledge, comprehend music through active engagement, and remember song rhythmic patterns. According to Setyawati and Permanasari (2017), children who possess musical intelligence exhibit certain traits, such as a preference for engaging in musical instrument play, proficiency in both contemporary and traditional musical instruments, and active participation in various musical activities. According to Putri (2019), the enhancement of musical intelligence can be achieved through a range of strategies. These strategies include: (1) imparting knowledge pertaining to diverse musical concepts; (2) tailoring song instruction to align with the child's developmental stage; (3) engaging in active listening of children's music; (4) offering access to musical instruments to promote active participation; (5) providing guidance and direction during musical activities; (6) incorporating music into study routines; (7) consistently encouraging the creation of original musical compositions; and (8) facilitating children's ability to comprehend and follow musical compositions.

**TABLE 1.4** Aspects of Students' Musical Intelligence.

No	Aspect	Description	Number of Students		
			Grade 3	Grade 4	Grade 5
1	Modern musical instruments	The individual has knowledge of and exhibits a fondness for participating in a drumband ensemble.	-	-	-
2	Traditional musical instruments	The individual has knowledge of and exhibits a fondness for playing the bamboo flute.	-	-	-

According to Putri and Syahrul (2020), the concept of musical intelligence is inherently intertwined with actions that pertain to the realm of musical instruments. Engaging in the practice of playing a musical instrument may serve as a means for individuals to effectively convey and articulate their emotions (Wahyuningsih, 2020). A subset of pupils have an affinity for musical instruments, although the educational institution has not established a conducive environment to foster the development of this latent talent. Teachers have encountered challenges in recognizing the presence of students with musical intelligence, primarily due to various factors such as the lack of extracurricular activities and inadequate facilities and infrastructure in educational institutions (Listari et al., 2022). Furthermore, the current focus on singing practice restricts the scope of musical learning within the context of SPdB education. Indeed, there are drum band events that attract participation from upper elementary courses,

including grades 4, 5, and 6. However, in recent years, these activities have been impeded by the challenges posed by the COVID-19 pandemic.

#### 5. Visual Spatial Intelligence

Gardner posits that spatial-visual intelligence is the ability to mentally see and manipulate three-dimensional pictures and spaces, including the recognition of colors, forms, and spatial relationships, as well as the proficient generation of imaginative constructs. This cognitive capacity is further characterized by the adept creation of graphic representations and the skillful redesigning of the visual environment (Novitasari et al., 2015). According to Wardhani (2014), children who possess spatial-visual intelligence exhibit certain traits, including a preference for activities such as drawing, disassembling objects, and synchronizing their movements with the beat of music. The enhancement of intelligence may be facilitated by several stimuli, including engaging with visual stimuli, participating in puzzle games, engaging in block play, and visiting art museums. Block play, for instance, has been shown to promote the development of spatial conceptions among students (Suzanti, 2016).

**TABLE 1.5** Aspects of Students' Visual Spatial Intelligence.

No	Aspect	Description	Number of students		
			Grade 3	Grade 4	Grade 5
1	Draw	Scribble abstract images, producing a work in the form of an image.	10	10	2
2	Overhaul	Disassembling certain items, such as puzzles	6	10	11

Drawing is an art activity that involves conveying what one feels on paper using a pen (Handayani, 2014). From the results of research on children who like to draw in grade 3, there were 10 children who coincided with the competition selection to take part in the dedication day competition at the Ministry of Religion. In high school, in class 4, there are 10 students, and in class 5, there are 2 students who like drawing activities. Elementary school students have very good imaginations, which can be expressed freely in the form of images (Childa, 2013). Drawing activities are the right stimulus for increasing multiple intelligences; almost 50% of visual-spatial intelligence increases through this activity (Purwitaningtyas, 2014).

The next characteristic is the disassembly of puzzles. Puzzles are creative and innovative media (Mardiana et al., 2021). The activities carried out can solve problems through puzzles (Erica et al., 2021). Puzzle games will stimulate visual-spatial intelligence well when connected with proper learning (Anshori et al., 2022). Grade 3 has 6 students, grade 4 has 10 students, and grade 5 has 11 students. The disassembling of pairs of puzzles carried out by these students is more directed to the individual activities of each student, for example, the Rubik's game.

#### 6. Kinesthetic intelligence

According to Septianto et al. (2022), kinesthetic intelligence refers to the capacity to convey thoughts, emotions, or abilities via bodily movements or physical manipulation, particularly in the context of altering or creating something. Children who possess kinesthetic intelligence exhibit certain characteristics, such as a preference for engaging in sports-related activities and a tendency to enhance their memory via the use of physical motions, including both gross and fine motor movements (Sari, 2014). Potential interventions for enhancing kinesthetic intelligence in pupils include engaging in collaborative sports activities within the Physical Education and Health (PJOK) curriculum (Nurkholiq, 2016), exploring outdoor games, and actively participating in extracurricular pursuits.

**TABLE 1.6** Intelligence Aspects of Kinesthetic Intelligence of Students

No	Aspect	Description	Number of Students		
			Grade 3	Grade 4	Grade 5
1	Activities related to sports	Enthusiasm when participating in practical sports learning in the field	36	10	11
2	Remembering something	Memorizing deposits is made easy by using hand gestures.	17	15	8

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Sports learning is physical activity learning to improve physical and spiritual fitness (Prasetyo et al., 2020). Learning is divided into 2 activities, namely practical learning and theoretical learning. From the results of observations, some students prefer direct learning activities because of the media and because they are carried out in the field (Fadila and Agus, 2019). In class 3, there are 10 students; in class 4, there are 11 students who like practical learning in the field. Of these students, most of the students are male. The positive impact is that students get direct learning experience (Burhaein, 2017), while female students usually prefer material sports learning. Remembering something is easier with movement. There are some children who remember something, such as an event, easier with movement. For example, at Mim Trangsan, there is tahfidz learning. When students deposit their memorization, the ustazah on duty will help students through movements to make it easier for them to recall; this includes the stimulus provided by the teacher. In class 4, there are 17 students; in class 5, there are 15, and in class 5, there are 8 students who are helped by the movement stimulus when they deposit

#### 7. Logical-Mathematical Intelligence

According to Irvaniyah and Akbar (2014), logical-mathematical intelligence refers to an individual's capacity to effectively manipulate numbers and engage in accurate thinking. Individuals with mathematical and logical intelligence have a preference for precision and organization, as well as a propensity for analysis and interpretation and the ability to draw conclusions and make predictions (Nurzaelani & Wibowo, 2015). According to Rozi (2012), strategies aimed at enhancing mathematical and logical intelligence in youngsters include the use of various stimuli such as narrative puzzles, guessing games, and number games.

**TABLE 1.7** Aspects of Students' Logical-Mathematical Intelligence.

No	Aspect	Description	Number of Students		
			Grade 3	Grade 4	Grade 5
1	Organize	Show leadership spirit, volunteered to be part of the class organization	16	11	5
2	Have a high memory	Easy to remember things easily	16	3	3

Training leadership skills also need to be done from an early age; in elementary school, students can learn about classroom organizational leadership (Purnomo and Febliana, 2018). In the lower-class level, namely class 3, there are 16 students; in class 4, there are 11 students; and in class 5, there are 5 students who have shown their leadership spirit and want to be part of the class organization. Of the several students involved, the majority are boys because they are more rational and broad-minded (Zulmi & Refty, 2017). Has a high memory for the lower grade level, namely in the third grade, there are 16 students who are more dominant in male students. At the upper-class level, such as grade 4, there are two female students and one male. For grade 5, which has high memory, it is more dominant in male students, the same as in grade three. Students' ability to have a high memory can be influenced by several factors, the most effective of which is a supportive and conducive environment; therefore, teachers can help students in the school environment (Desrina et al., 2017).

#### 8. Natural intelligence

Natural intelligence is a person's intelligence in socializing and caring for the surrounding environment (Astuti et al., 2022). Naturalist intelligence is related to flora and fauna; recognizing, distinguishing, and grouping things related to flora and fauna as well as objects in the surrounding environment are characteristics of naturalist intelligence (Pramana et al., 2019). One effort that can be made to increase this intelligence is through life science activities (Gumitri & Suryana, 2022).



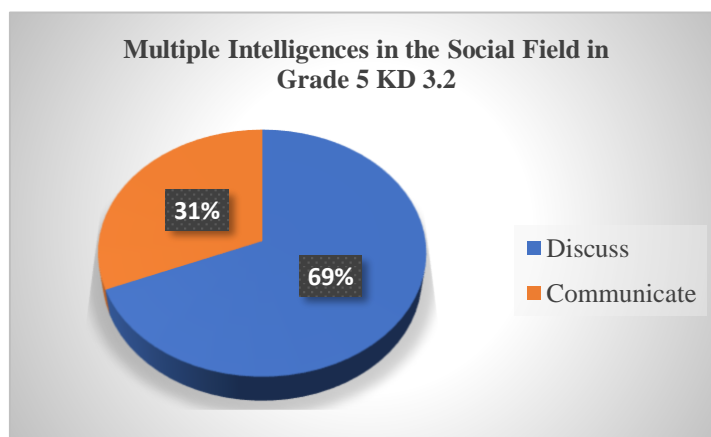
**TABLE 1.8** Aspects of Student Naturalist Intelligence

No	Aspect	Description	Number of Students		
			Grade 3	Grade 3	Grade 3
1	Environmental care	The individual has a strong sense of care for the surrounding environment, expressing a preference for an atmosphere that is both clean and conducive to good health.	36	22	22
2	Curiosity	Always curious about something, especially related to flora and fauna	9	1	13

Students can start doing small things to help the environment by putting trash in the right place and following class picket rules. Students who care a lot about the world around them are smart naturalists (Anna, 2016). These data show that all third-, fourth-, and fifth-graders care about the world around them by following the picket policy on the day that was agreed upon by everyone. Aside from that, there are programs to plant trees around the school. The younger groups plant things like ginger and lemongrass that don't grow in ponds. Some of the crops that the top class grew were peppers and eggplants. The basic school years are the best because kids are so curious about everything (Kurniawan et al., 2019). One of them is that they are interested in plants and animals, generally because they have pets or because they like things about plants and animals. There are nine students in grade 3, one student in grade 4, and thirteen students in grade 5. Sumitra and Meida (2019) found that, on average, these students have pets or often visit or go on trips to places with plants and animals.

### Increasing Multiple Intelligences in the Social Sector

Thematic learning is teaching meaningful experiential learning through several subjects that are put together or become integrated in the form of themes (Hidayah, 2015). Improving students' multiple intelligences in thematic learning in the social field, one of which is through KD 3.2: Analyzing forms of human interaction with the environment and their influence on the socio-economic development of society in Indonesia (Subekti, 2017), Strategies carried out by teachers to increase multiple intelligences in the social field include choosing the right media and learning methods for students (Nurrita, 2018), such as going to the big market, where students can learn to communicate.



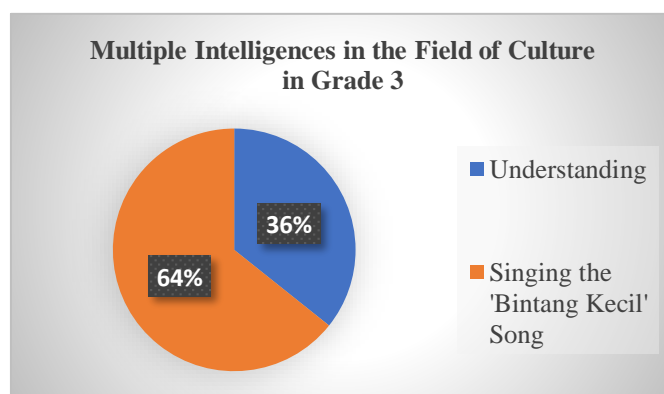
**FIGURE 1.** Percentage of Students' Multiple Intelligences in the Social Sector.

The teacher will use appropriate teaching methods when teaching so that the material delivered is right on target for students to receive and understand the material presented. The results of the analysis show that almost half the number of students in class 5 participate in discussion activities and have data on students who communicate well and fluently. Students who are active during discussions express their opinions spontaneously and convey them using their own language (Ghasya, 2017). Students who are not active usually choose to be safe,

such as by just being silent and following the opinions expressed by friends or other students (Astuti, 2016). There are also students who don't like discussion activities because they prefer to do their own assignments (Rahayu, 2017) so that they can finish their work quickly. Judging from the research and KD, it can be concluded that, analyzing interactions, students like to discuss, are good at communicating, and can especially convey opinions using their own language. which means students understand what is being studied. This is a characteristic of some students having intelligence that leads to linguistic intelligence and interpersonal intelligence..

### Increasing Multiple Intelligences in the Cultural Sector

One potential pedagogical approach used by educators to enhance multiple intelligences within the realm of culture is the implementation of theme learning. An example of this can be seen in the fundamental skill of recognizing the many components included in song rhythm patterns (Dewi & Lubna, 2018). Children who possess a keen interest in culture tend to exhibit elevated levels of excitement throughout their engagement in educational activities. The enhancement of multiple intelligences within the cultural domain is facilitated by teachers employing various strategies. Firstly, it is crucial for educators to introduce age-appropriate musical concepts to their students (Restian & Innany, 2020). Additionally, teachers should offer opportunities for students to engage in singing activities, thereby catering to the preferences of those who enjoy music (Aisara et al., 2020). Furthermore, the utilization of innovative instructional materials can also contribute to the improvement of multiple intelligences in this context.

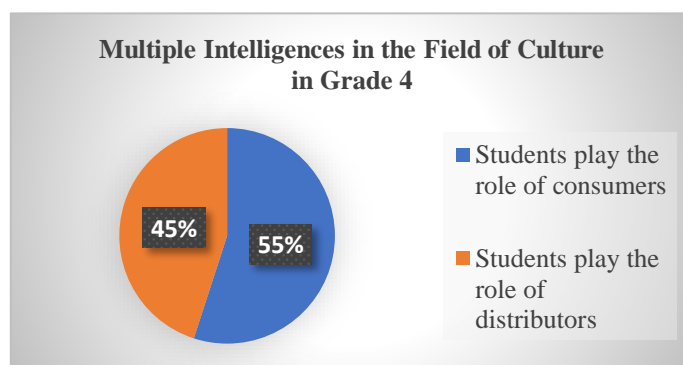


**FIGURE 2.** Percentage of Students' Multiple Intelligences in the Field of Culture.

SPdB subjects relate to several arts, such as fine arts, dance, theater, and music (Siskowati and Andi, 2022). From the KD (basic competency) results of the strategy analysis carried out by the teacher, there were 20 students who understood the rhythm patterns of songs and who were good at singing the Little Star song when practicing; there were all 36 students. When learning the practice of taking singing scores in SPdB learning, the children were very enthusiastic because they liked activities related to music. Students who have these talents can develop them with extracurricular activities (E. Y. Kurniawan, 2018), but at Mim Trangsan, there are no such facilities. Even though there are no facilities to support this, there are musical activities such as drumband, but drumband activities in recent years have not been able to be carried out due to problems with the COVID-19 outbreak. It was concluded that liking things related to music and being good at singing are characteristics that lead to students having musical intelligence (Yeni, 2015).

### Increasing Multiple Intelligences in the Economic

The focus of this discussion is on the concept of thematic learning within the context of KD 3.4. The identification of economic activities and their interconnections within the realm of labor, as proposed by Subekti (2018), may serve as a viable approach for educators seeking to enhance multiple intelligences in the domain of economics. Teachers employ various strategies to enhance multiple intelligences in the field of economics. These strategies encompass the provision of stimulus questions at the outset of the learning process, facilitating visits to prominent markets to expose students to economic activities (Ermawati, 2020), organizing market day activities as a tangible means for students to engage in economic practices (Febriyanti et al., 2021), and implementing a diverse range of instructional materials and methods.



**FIGURE 3.** Presentation of Students' Multiple Intelligences in Economics.

The acquisition of knowledge is not just limited to theoretical content; practical actions are equally essential for facilitating a deeper comprehension of the subject matter among pupils. The outcomes of the study are evident from the participation of students who assumed the roles of distributors or class representatives, acting as traders during market day events involving a total of nine individuals. There is a group of eleven individuals that assume the roles of customers or purchasers. According to Hasanah (2017), when these activities occur indirectly, students are integrated into economic activities in their daily lives. According to Zultiar and Siwiyanti (2017), students who engage in the role of distributors get an understanding of the responsibilities and experiences associated with becoming dealers, as well as the skills necessary to effectively attract potential consumers. In the context of student-consumer dynamics, it is important for students who are recipients of an allowance policy to exercise caution while making purchases and possess the ability to effectively engage with sellers, such as via negotiation techniques (Mustikawati, 2020). Participation in market day activities fosters the development of several forms of intelligence among pupils, including logical-mathematical intelligence, intrapersonal intelligence, and interpersonal intelligence.

Education institutions actively support and engage in the development of students' multiple intelligences, regardless of the teaching strategy they use. School support, such as the facilitation of extracurricular activities, can offer students a platform to explore their hobbies and cultivate their individual talents (Aisara et al., 2020). Examples of such activities include dance clubs, journalism clubs, choir groups, and Tapak Suci clubs. Teacher training is a crucial aspect for educators to enhance their competencies and expertise in instructing pupils, particularly in the context of responding to contemporary educational trends and up-to-date curricula. For instance, seminars focusing on the implementation of creative and innovative learning strategies using various media platforms have been identified as valuable opportunities for professional development (Illahi, 2020). In doing comparison research with other schools, particularly those considered superior, we may identify positive practices that might serve as exemplars for further development and subsequent implementation (Puspiani et al., 2017). One approach to enhancing the educational experience involves the inclusion of proficient educators. This entails fostering motivation and enabling teachers to expand their knowledge and skills, thereby facilitating the cultivation of individual creativity. By doing so, teachers are better equipped to provide optimal and comprehensive instruction, thereby maximizing student performance and fostering a supportive learning environment.

## CONCLUSION

Gardner classifies eight multiple intelligences, namely linguistic intelligence, logical-mathematical intelligence, kinesthetic intelligence, natural intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. By acknowledging the existence of multiple intelligences, educators may adopt an equitable and individualized approach toward their students. This approach ensures that no student is deemed unintelligent, as they are provided with equal opportunity to study and are encouraged to engage with enthusiasm. The cultivation of multiple intelligences throughout the primary school years is seen as appropriate due to the concurrent psychomotor, cognitive, and behavioral advancements that

children undergo during this developmental stage. The selection of appropriate stimuli by the instructor in order to enhance student intelligence may significantly influence students.

Enhancing the teacher's pedagogical approach within the domains of social, cultural, and economic contexts is conducive to the development of multiple intelligences. Educational institutions have played a pivotal role in fostering the advancement of these techniques via the provision of diverse extracurricular pursuits, well-equipped school facilities, and both intra and inter-school competitive engagements. Irrespective of the pedagogical approaches used by educators, it is essential for instructors to enhance their instructional methods in order to effectively address the evolving needs of students and foster their future growth. Moreover, in the event of curricular modifications, Teachers must possess a willingness to continually enhance their knowledge, be receptive to ideas and criticism from others, and strive for self-improvement. Examples of academic activities include participating in training seminars, offering support and inspiration to educators, and conducting comparison research with other educational institutions.

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