The Role of Multiple Intelligences Theory in Learning

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ABSTRACT

Multiple intelligences or what is commonly referred to as multiple intelligences, this intelligence is a benchmark for knowing how to solve problems. Multiple intelligences also measure thinking ability and intellectual development. Therefore, multiple intelligences must be applied because this intelligence serves to train and assist in formulating problems and ways to make choices. This study aims to determine the extent to which the implementation of multiple intelligences in learning moral creed. This type of research is quantitative, based on data collection, analyzing and displaying data, and interviews. For data collection techniques and interviews conducted online to several teachers, and the data will be displayed in tabular form. The result of this research is to find out whether multiple intelligences in learning moral creed has been applied in learning moral creed learning itself. The limitation in this research is that the observations are not carried out thoroughly to all teachers of moral creed learning and interviews are not conducted directly. Based on the results of this study, it is hoped that future researchers will be able to collect data thoroughly so that the results of the observation are more detailed, and can conduct interviews directly without any intermediaries.

Keywords: Multiple Intelligences, Moral Creed, Learning
INTRODUCTION

Current education focuses more on material and learning so that the character building of students is less considered (Young et al., 2018; Zhuang et al., 2021). The theory of multiple intelligences is very much needed to benefit both students, teachers and the surrounding environment (Guthold et al., 2020; Kumar et al., 2018; Ryan & Deci, 2020). This theory aims to shape the character of students so that they can make choices and then to find out where the interests and talents of students are (Collings et al., 2019; Letunic & Bork, 2019; Zoph et al., 2018). The application of this theory is also very influential on the teaching and learning process in class, and the application of this theory can also make children think more broadly, cognitively. The application of this theory must indeed be done by every teacher to themselves and students, this theory has a big impact on all circles, both teachers, students, and society.

The application of multiple intelligences theory is only slightly used by teachers and schools, which makes learning in schools less efficient (DebRoy et al., 2018; Tan et al., 2020). Jika penerapan teori ini sudah dijalankan oleh guru yang mengajar maka suasana kelas saat belajar lebih aktif dan kondusif (Warren, 2018; Zimmerman et al., 2020). Then the application of this theory can make teachers able to understand the character of students (Gee & Bauder, 2018). The world of education only focuses on the intelligence of students, whereas if the application of this theory is well implemented, superior seeds are born who are proficient in their fields of interest. As a result of the lack of application of this theory, there is a lack of enthusiasm for student learning and a lack of interest in the subjects taught.

Multiple intelligences are developed into nine theories of children's intelligence, in each child this intelligence is developed, moderately developed and highly developed in the child himself (Chen & Zhu, 2022; Silver et al., 2018; Zhuang et al., 2021). The first intelligence is verb-linguistic, this intelligence focuses on language, writing, viewing, and the child's ability to master foreign languages (Braun & Clarke, 2019; Gu et al., 2018; X.-Y. Zhang et al., 2018). This intelligence helps children solve problems, manage words and are good at speaking, usually children with this intelligence are more often in crowds and often interact with new people (Ryan & Deci, 2020). The second is mathematical logic intelligence, usually more inclined to manage numbers and children who have this intelligence are more often asked questions, and faster in counting.

The third intelligence is visual spatial, this intelligence is smarter in terms of and analyzing the things around them (Andersen et al., 2019; Guan et al., 2020; Nasr et al., 2019). This theory is more adept at hand movements than other limbs, is better at drawing and more often expresses creative ideas (Klute & Dirksen, 2018; Silverman, 2018). Children with this intelligence usually communicate more often through their work (Afghan et al., 2018; Antipov et al., 2017). Next is kinesthetic intelligence where this intelligence children express themselves more often in their movements, usually cannot just learn by sitting still because of their curious nature towards new things. this intelligence tends to be more agile and active, always wants to try new things and never gets bored trying new things.
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Musical intelligence is the sixth part of this theory, the ability of children in the field of music such as the ability to manage music, express music and be able to issue ideas in the development of music itself (Angeli & Valanides, 2020; Hu et al., 2018; van der Steen et al., 2018). Usually, children who have the ability in music intelligence prefer to provide information through the songs they have created (Szklarczyk et al., 2019). Interpersonal intelligence is what is in the child, this intelligence makes his life more organized, has a target (Bray et al., 2018a; Kirchon et al., 2018; Vos et al., 2020). The child becomes confident in doing many things, independent, prefers to be alone to complete his works. The level of accuracy of children with this intelligence is usually very high.

The eighth theory of Naturalist intelligence, based on this intelligence, students prefer nature, like to pay attention to the surrounding environment (Espeland et al., 2018; Vosoughi et al., 2018). Children with this intelligence usually spend more time with nature, prefer animals and more often collect plants (Lu et al., 2020; The International Wheat Genome Sequencing Consortium (IWGSC) et al., 2018). Berinteraksi dengan tanaman atau pun hewan-hewan adalah hal yang biasa mereka lakukan. Kemampuan anak dalam menganalisis setiap kegiatan yang dilakukan dan mempertanyakan segala yang telah ada ini merupakan kecerdasan eksistensial (Inglehart, 2018; Ngo et al., 2018; Reyna et al., 2018). The child will be trapped in every question he makes such as questioning what if we don't have parents what we can still be born, such are the questions that arise in the child's mind. Children with this intelligence must have direct guidance from parents.

Aqidah is believing in Allah SWT and believing in it, and believing in the pillars of faith. While morals are traits that exist in humans and have been inherent in him, if the nature or behavior is good then also good morals and vice versa if bad nature and habits then bad morals. Learning morals is an important lesson that must be taught to students, because in this subject will discuss Islamic aqidah and the formation of good morals towards students. Between aqidah and morals can not be separated because this aqidah is the basis of every action while the morals of the relationship between fellow human beings and God, in this learning will help students in improving their relationship with humans and God.

The theory of multiple intelligences with moral creed learning is closely related to discussing human nature, in learning moral creed students are required to use good nature, towards teachers or friends. If the teacher understands the theory of multiple intelligences and is able to apply it to students, the atmosphere of learning morals will run more effectively and the formation of good morals and good faith will be easily taught to students. This theory will help children in solving the problems they experience in learning and this theory is also useful for increasing children's enthusiasm for learning. For this reason, teachers are required to understand this theory in order to apply it to students.
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RESEARCH METHODOLOGY

This research on the role of multiple intelligences theory in learning akidah akhlak uses quantitative methods (Kelly & McGoey, 2018; Perez-Riverol et al., 2019). This method is based on systematic data collection, then the data collection is calculated using statistics and the data released is in the form of numbers (Bray et al., 2018b; Perez-Riverol et al., 2019). This study aims to determine the extent to which the application of multiple intelligences theory in learning akidah akhlak. This research was conducted at the beginning of the odd semester lecture (Higgins et al., 2019). This research is also useful to remind moral creed teachers to always apply the theory of multiple intelligences in the classroom, to create a conducive classroom, apply directly to students, and be able to help students in applying this theory to themselves.

This research was conducted on several teachers of moral creed and several students who studied moral creed subjects. Some students and some teachers were asked to fill out a questionnaire that had been made with questions concerning the theory of multiple intelligences in the learning of moral creed and conduct interviews with those concerned (Huang et al., 2021; Lai et al., 2020). This aims to later describe the researcher on the next page and can explain the results of filling out the questionnaire and interviews (Letunic & Bork, 2019). The results described later will be explained how respondents from teachers and students who have filled out questionnaires and interviews. Thus, it will be known whether the application of the theory of multiple intelligences in learning akidah akhlak has been implemented or not.

The results of this study are in the form of questionnaire collection and the results of interviews that have been conducted to those concerned (Siegel et al., 2020). Before distributing the questions to those concerned, researchers have made improvements and confirmed directly to the supervisor on media literacy (Deslauriers et al., 2019). Then the appreciation, suggestions and inputs that have been given by the media literacy supervisor can be used as a reference in improvements to develop questions in the questionnaire and interviews (Forrester et al., 2018). The questions that the researchers asked got a good reaction from the teachers and students concerned, the questions that have been presented can be answered and all the questions are very synchronous with the application of multiple intelligences theory in the learning of moral creed.

The results of interviews and questionnaires will be collected and then described by quantitative methods (Tang et al., 2019). The questionnaire has been filled in the form of ten questions relating to the application of multiple intelligences theory in learning akidah akhlak, then in each question has five options (Cao et al., 2021; L. Zhang et al., 2018). The option will only be chosen by the teacher and students concerned. The results of the questionnaires and interviews will be described in the form of diagrams and paragraphs, so that the things from this research are clearer. In the last section, the revised conclusions will also be attached and will be equated with the opinions of experts, so that later the results of this study become more accurate and trustworthy.
RESULTS AND DISCUSSION

Moral beliefs determine the progress of a nation, because faith and morals are the main foundation for every human being. Between faith or morals are both things that must exist in humans, if both have been obtained and studied properly then the human being will get peace both physically and mentally. At this time if both are seen the battle for praise to become a human being who is morally good is very much in discussion, because people want to get a calm heart and soul. To get that title, it is necessary to learn aqidah akhlak which in this lesson we will learn how to become a moral human being in the future.

The theory of multiple intelligences commonly referred to as multiple intelligences that exist in every child, the intelligence of this theory is from logic and language skills. However, this theory was developed into nine theories. In the learning of moral creed, it discusses the morals and beliefs of the child himself. If this theory and this learning are synchronized, the results of learning moral creed will be maximized. This theory is more required for teachers to be able to understand each of the student characters, if this theory is able to be applied then the delivery of material will be quickly captured by students, because the teacher can already apply teaching methods such as what should be applied to each student.

Based on the results of the questionnaire listed and has been done to several teachers of akidah akhlak and several students and got answers 55 people who chose to agree that this multiple theory is really needed by students in the learning process in class, 6 of them chose strongly agree, because they think that the application of this theory is really needed, especially among students. Those who chose to disagree were 1 person, because for them this theory could be developed by students themselves without help from the teacher. 1 person chose normal and 1 who chose disagree. This disagreement can occur as a result of us thinking that this multiple intelligence is less needed in students.
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The results of the questionnaire exposure that has been displayed in the diagram above are 10 of those who chose to agree. Then those who chose to agree were 55 people. After that, those who chose the usual were 4 people, who chose the usual possibility that the application of this theory did not really affect learning outcomes. From the results of this questionnaire, it can be concluded that the application of multiple intelligences theory in learning akidah akhlak plays an important role in student learning outcomes. The application of the theory must be carried out during the learning process if the application of this process has been carried out properly then the learning results of moral creed will be very satisfying. However, student learning outcomes do not depend entirely on the application of this theory.

From the results of the survey conducted based on the questionnaire displayed in the diagram above, it shows that 45 people chose to agree, because the application of this theory really motivates student learning outcomes. This means that this theory
really needs its application. Then in the strongly agree section there were 18 people who chose strongly agree. The development of student potential can be helped by one of them by applying this theory, if the potential has been developed, the enthusiasm for student learning will also increase. There were 3 who chose to disagree, this indicates that student learning motivation does not always depend on the application of this theory alone. No one chose normal and no one also chose disagree.

Based on the diagram displayed above, 49 people chose to agree and 14 people chose to strongly agree. The application of multiple intelligences theory can increase student creativity. The ability to expose new ideas and create new things, namely student creativity, is created as a result of the application of this theory, behind the creation of new ideas and ideas, creative students are born, new thoughts will arise if this theory can be applied. 1 chose to disagree, this is because student creativity and creativity do not depend on the application of this theory. 1 person chose to disagree, this is because student creativity and creativity do not depend on the application of this theory. 1 person who chose normal. No one chose disagree, this indicates that the application of this theory creates students who are creative and creative.
The diagram shown above shows that 16 people strongly agree, 49 people chose to agree. Effective learning can be caused when the theory of multiple intelligences can be applied during the learning process. An effective class will make students feel comfortable in doing moral creed learning. No one chose to disagree, but 1 of them chose to disagree. This means that an effective class does not depend on the application of this theory, if this theory is not applied it may be hard to be effective. 1 person chose normal. This theory if applied can make the class effective, and not applied will make the class effective as usual too.

Based on the results of the diagram above, there were 14 people who chose to strongly agree, 46 people who chose to agree. The problems that occur are usually due to the lack of effective classroom learning being carried out, the second problem is due to the lack of application of this theory by teachers who teach in class. 3 people chose to disagree, 1 person chose to disagree. This may be because the application of multiple intelligences theory is little applied and the problems that occur in the students themselves are not found. This concept is not applied due to the teacher's ignorance in
applying this concept. 1 person chose normal, if the application of this concept is run the problems do not exist, and if this concept is applied the problems experienced by students do not exist.

The diagram above shows that 18 people who chose strongly agree, 41 people who chose agree. The role of the teacher in learning is needed in the teaching and learning process. Teachers not only teach material, but teachers must also develop faith, morals, which are in students. In shaping the character of children, teachers must understand each of the students’ characters, so that character building will be easy for students. 4 people who chose to disagree and 1 person chose to disagree. This means that teachers do not play an important role in the application of multiple intelligences. The application of this theory means that it can be done independently by students without the help of teachers. And no one chose ordinary.
Based on the diagram above, we can see that 15 people strongly agree, 46 people agree. With the application of this theory, not only learning outcomes are improved, but the classroom atmosphere is also an advantage of applying this theory. An active classroom atmosphere can occur due to the greatness of the teacher in organizing and managing the class properly, as well as the teacher's understanding of individual children. 3 people chose to disagree, 1 person chose to disagree. The choice of disagreeing may be because an active class is not dependent on the application of this multiple intelligences theory, but to make an active and fun class requires understanding each student.

From the distribution of questionnaires conducted to several moral akidah teachers and several students, it can be seen from the diagram that has been displayed above with 15 people choosing strongly agree, 45 people choosing agree. 1 person who chose to disagree, 2 people chose normal, and 1 person chose to disagree. From the results of this exposure there are more than 50% who choose to agree. And 5% chose to disagree. This can occur due to lack of knowledge or insight in the theory of multiple intelligences. Actually, this application does help in opening students' insights because the application of this theory is able to explore the potentials that exist in students so that the expertise of each student can be channeled.
From the results of the diagram above, 13 chose to strongly agree, 43 chose to agree. The choice of applying this theory so that it can be applied in everyday life is very much, more than half of those who choose so that it can be applied in everyday life. The application of this theory can help children develop their potential, and children can learn the shortcomings they have in order to make these weaknesses a lesson to be used as improvements in their lives. There were 4 people who chose to disagree, 1 person who chose to disagree. This is not agreed because there are some people who think that students do not need this theory to be applied in their daily lives or lack of knowledge of this theory. Then there was 1 person who chose normal.

It has been described from 10 questions and obtained the results that the application of the theory of multiple intelligences is indeed very much needed by students, because this application is very influential on the learning process. In addition to this, the application of this process not only has an impact on the learning process but the application of this theory is also useful in the daily lives of both students and teachers concerned. Then there are some students or teachers who still do not understand how the application of this theory and there are also those who do not know the impact of this theory if applied. In addition, the application of this theory also really needs the role of teachers and parents in helping students to apply this theory, so that students can explore more deeply the potentials they have.

From the results of the diagram that has been presented earlier, there are some who choose to disagree with the application of this theory, and there are some who think that the application of this theory in the learning of moral creed cannot be equated. Even though this theory is closely related to the subject of moral creed, it cannot be denied that both of them both discuss the nature and behavior, if the teacher already knows how the original character of the student it will be easier to unite the learning of moral creed with this theory. Not only does it help in terms of learning, the application of this theory is also very useful for students in solving problems that they often encounter in their lives. Therefore, researchers hope that future researchers can
maximize the application of multiple intelligences theory in learning moral creed, not only in moral creed learning but in other learning as well.

CONCLUSION

The theory of multiple intelligences is a multiple intelligence possessed by every child, this intelligence plays an important role in the child's life. This intelligence has nine intelligences including verb-linguistic intelligence, mathematical logic intelligence, naturalist intelligence, existential intelligence, spatial-visual intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence. This nine intelligence has its own meaning and meaning for students. Then the learning of moral creed is also a basic foundation that must be learned by students because it is from this moral creed that will determine how this world will be led. Between the learning of moral creed with multiple theories is very synchronous, both of which cannot be separated because this is the basis that they must find and ahrus they learn.

The method used in this research is quantitative. This method is used by displaying the results of filling out the questionnaire that has been displayed and has been described clearly in the form of paragraph. Researchers got a good response that was very helpful in completing this research. With the application of multiple intelligences theory in learning this moral creed can make it easier for teachers to teach in class, create a pleasant classroom atmosphere and can develop student ideas. The final result of this research is the application of multiple intelligences theory in learning moral creed can be used as a learning support and help students in finding their identity.

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