

The Use of Multiple Intelligence Based Module in Secondary School: Teacher's Point of View

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Abstract: Multiple intelligences provide an alternative consideration on intelligence which is put on the importance of understanding variety of the students: each individual talents and the development of students' potentials. The current study explores the teachers' view of the multiple intelligence based module in learning activities. Qualitative case study employed by interviewing the social science teacher to gain the data. The data then analyzed descriptively through theme analysis. The findings revealed that the construction of various learning activities emphasize on the different multiple intelligences. The learning experience simplifies the teaching and learning process, it enhanced students and teachers to understand the goal to be achieved through creative activities. This study inferred that the students and teachers will gain ideas about ways in which multiple intelligences can help them to gain student potential.

Keywords: Multiple intelligences, Module, students' diversity.

1. Introduction

The theory of multiple intelligences is not well known in Indonesia. Indonesian still tends to believe that intelligence is related to IQ, and they think that a person with a high IQ must be smart. Such a theory challenged by an educational psychologist, [1] who published a book entitled *Frames of Mind*. Gardner claims that every human possesses at least seven intelligences and that IQ measures mainly linguistic and logical-mathematical intelligence. Therefore, human intelligences were unable to be measured by looking at IQ scores. [1] says that there are more things we need to consider in order to discover each person's intellectual abilities.

Children are unique in their own way, the uniqueness depends on their intelligences which is defined as a basic aptitude for learning, or it is the ability to gain and apply knowledge or skills. As we know that each individual has different kinds of intelligences including logical-mathematical, verbal-linguistic, musical-rhythm, bodily-kinesthetic, intrapersonal, interpersonal-social and naturalist intelligence, which individuals used in order to understand concepts, solve problems and create products [1].

Towards the facts, multiple intelligence-based learning plays an important role as an educational approach which considers mostly to the uniqueness in every individual as learners. An educator should provide several learning activities based on the students' various intelligences. In education, the development of human potential is an important goal and this has been highlighted of national education goals. In this case, to develop individual potential holistically and in producing human capital that are intellectually, spiritually, emotionally, and physically balanced and harmonious.

In the classroom context, the condition can be achieved through well-planned teaching and learning activities [1]. Furthermore, the planning of the activities depended on teachers' initiative and creativity which was found to overburden the teachers.

1.a The Theory of Multiple Intelligence (MI)

[1] Identified theoretical bases for MI: 1) *Brain damage*. Specific part of the brain was affected, but the rest of the brain functioned normally; 2) *Exceptional individuals*. Gardner suggests that there are certain individuals who can excel in a particular intelligence; 3) *Developmental history*. According to [1] stated that each intelligences has its own developmental history. In short, each intelligence-based activity has its own time-frame, arising in childhood, peaking during one's lifetime and declining when one gets older. 4) *Evolutional history*. MI theory has its own historical background. Some intelligence was more important than others in early history.

1.b Learning activities involved multiple intelligences

The following are some examples of MI-based activities in classrooms: 1) *Authentic materials*. Authentic material that can be used in developing multiple intelligences such as spatial intelligence to locate the right information on the map. 2) *Video based learning*. It can be done by the use of American animation in a well-known TV program. 3) *Music based project*. Using music is popular in EFL classrooms. By using lyrics with parts of words or phrases missing, the students focus more on figure out answers.

2.1 Method

The current study employed a qualitative case study. It was chosen since the aims of the study is to capture certain phenomenon happened in the setting object. Interview was used to gain the data. There was a teacher of social class who interviewed dealt with the MI-Based module used in social classes. The interview results were transcribed to gain the data needed. Then the data analyzed descriptively through theme analysis. From the data analysis the conclusions were made to be presented as the research findings.

3. Findings and Discussion

Teachers' views on the multiple intelligence based module

In this section reports the findings gathered from the teacher and students interview analysis towards the enrichment activities. The interview was used to obtain teacher's perspectives as the observers and the implementer towards the MI-based module. The data analysis revealed that the sense of realisation that students were naturally different in their inclinations. The experience of applying the module contents and activities and observing other colleagues' application of them provided the teachers with moments to reflect on the differences that were observed among their students in terms of skills, strengths and inclinations. This was the interview evidenced:

During the teaching and learning, it was clearly seen the students' inclinations towards certain intelligence. As a teacher I have to be able to realise that each student has various and unique intelligences.(interview: 20/11/2019).

[2] There were various ways that could be used to improve teaching and learning processes. One of them is through the application of MI in teaching and learning activities. As we know that students were full of diversity, It shown in the learning activities that encountered during the study, the teacher agree that there were another ways to promote and celebrate individual differences in the classroom. This is supported by [3] who claimed that clear instructions guide teachers and students in using the module. Thirdly, the enrichment module in this study provided various activities to attract the students' interests by integrating visuals, pictures, charts, graphs, short stories and games to fulfil the strategies for multiple learning resources. The contents of the module and activities illustrated the various ways that could use to enhance different intelligences.

By using the MI-based module, there are many activities that can be created for the students by applying different aspects of intelligence (interview: 20/11/2019).

By recognising the importance of multiple intelligence, the meaningful of the module and activities facilitate students to do self-assessment in terms of their strengths. Earlier studies have shown that the application of MI improved students' achievements [3]recommended that any enrichment activities conducted to enhance teaching and learning should include the MI concept.

The students realise their own intelligences that suit their inclinations. The students will appreciate their strengths (potentials) and work hard to improve their weak intelligence. (interview: 20/11/2019).

According to the teacher, the activities provided the students with a chance to assess their own potential and strengths. The teachers suggested that the students can identify their own strengths and weaknesses and planned ways to improve themselves. The teacher mentioned that the MI based module induced active engagement among the students. As pointed out in the literature [4] the MI-based module, when combined with problem solving, team work and hands on activities tended to increase students' MI scores

In MI-based module the students could actively involved in all the activities provided, since the module manages the students to attract active participation. Importantly, the module provides activities that build teachers' and students' interests. (interview: 20/11/2019).

The above interview transcript seemed to suggest that there was better way to involve students in the modular activities offered as compared to traditional class. By using the MI-based module, the students were

show activeness, interest, and were not bored. Besides it is making fun learning. Dealt with the construction of the module, the teachers gave their views about the module content, activities and presentation:

The module was full of positive (good) elements with clear objectives and steps. It also provides clear learning outcomes (interview: 20/11/2019).

Dealt with the variety of activities contained in the MI-based module, the model was full of variety activities that enable the students to be more involved in the learning activities. The teacher said that:

The activities vary and were well developed such games and quizzes. It also relates to students' daily lives (interview: 20/11/2019).

It related to [5] claimed that the integration of multiple activities in students' learning increased their interests and focus to learn. Activities like games, text comprehension and creative writing enable learning to be meaningful. In a glance, the teacher assessed the usefulness of the module was in terms of its ease of use for the students. The objectives of the module were clearly presented and realistic. The steps also explained in detail to help the teacher to combine the activities in the classroom. Further, the module was completely guide the teachers as it contained various activities to attract the students' interests. It was done by integrating visuals, pictures, charts, graphs, short stories and games to fulfil the strategies for multiple learning resources. The teachers commented on three positive elements in the module. The objectives were clear and achievable. [6] stated that for teachers, objectives inform the content and its relevance to students, while for students, objectives means the contents they are required to learn from the module.

4. Conclusion

The findings suggest that students have multiple intelligences at different variety of aspect. The mission of a teacher is to facilitate the differences on selected intelligences. The efforts can be achieved through creating a variety of activities which allows for different students to showcase their different abilities. The systematic activities highlighted in this study portrayed such example in which MI-based module can be used effectively.

5. References

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