

Multiple Intelligences Profile of Grade IV Elementary School Students in Magelang

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ABSTRACT

This study aims to determinant the profile of student's multiple intelligences. The sample in this study was the fourth-grade students at State Elementary School of Pasuruhan 1, Mertoyudan District, Magelang Regency for the Academic Year 2021/2022 as many as 28 students. Female student consists of 18 students and male student consist of 10 students. The method used in this research is survey. The result of this study is, both male and female students have different multiple intelligences with different learning styles. Based on student's gender, male students consist of 2 students dominant in logic mathematic intelligence, 7 students were dominant interpersonal intelligence, and 1 student was dominant in intrapersonal intelligence. Meanwhile female students consist 11 students dominant in interpersonal intelligence, 1 student was dominant in intrapersonal intelligence, and 2 students are dominant in interpersonal intelligence. Overall, fourth grade students are interpersonal intelligence. The highest score is 584 with a percentage of 17,99% on interpersonal intelligence and the lowest score is 290 with 8,93% intelligence on logic mathematic intelligence.

Keywords: *Multiple Intelligence; Students; Learning Style*

1. INTRODUCTION

Education in Indonesia is currently still emphasizing the academic approach by rote. Meanwhile, practice which is a necessity to develop student's potential hasn't been fully implemented. Meanwhile, student learning success is measured by cognitive, affective, and social abilities. Learning is an obligation that should doing by every student. According Susanto, learning is an activity that doing consciously to give understanding concept or new knowledge, so happen change behaviour in thinking, feel, or act to that better. In doing learning every student have learning style each that different [1].

According to Munif Chatib, tell about learning style is a process, step, or procedure that do every student to give and understand an information well [2]. Temporary Howard Gardner tell learning style is a method to ask information that never let go from multiple intelligence every student. Gardner defines intelligence as the ability to solve problems and is valued in one or more culture settings [3]. He stated that an ability can be said to be intelligence if it has criteria such as a: a) the potential to be isolated due to brain damage, b) knowing the existence of idiot and talents who show a high level of proficiency

one area, c) has a set of processes or skill, d) have a different development from the others, f) demonstrated by psychological test and has a weakness in coding into the symbol system [4]. According to Howard Gardner, multiple intelligence shared 8 intelligence that are visual-spatial intelligence, logic-mathematic, musical, naturalist, kinaesthetic, interpersonal, intrapersonal, and linguistic. The multiple intelligence perspective is that all students are not stupid. All smart student provides wider spacer for themselves. Student behaviour and tendencies are things that are used as the basis for making a development program. Education based on multiple intelligences will have the opportunity to provide a more memorable and enjoyed life experience for students and discover what intelligence they have. In line with what Gardner started that intelligence development is determined by crystallin experience and paralyzing experience [5]. Intelligence every student always related to habits. So, therefore, the effort understanding learning style every student very important for a teacher. This is purpose so that learning can run effectively an student can give and understand material that be delivered by teacher. Learning style every student different. According De Porter and Hernack in [6] there are three learning style type that are 1) visual learning that is

student learning style that with watch, guise, or observe a Pict, text, or something that visual; 2) auditory learning style is learning that looked student can ask and understand the information with step learning something that tell teacher by oral or audio; 3) kinaesthetic learning

style is learning style that looked student involve physical (move, experience, and try it you're self) to ask and understand the information. The advantages and disadvantages of each learning style can be seen in table 1 [7].

Table 1 The Advantages and Disadvantages of Each Learning Style

Learning Styles	Advantages	Disadvantages
Visual	<ol style="list-style-type: none"> 1. Able to visualize an event and information 2. Remembering information with visual abilities 3. Superior in visual and creative learning 4. Able to see the picture as a whole information in the discussion 	<ol style="list-style-type: none"> 1. Takes longer time to do the task 2. Spend more time paying attention to details and specifics
Auditory	<ol style="list-style-type: none"> 1. Able to absorb information in lecturing learning 2. Have the skills to sort and organize information 	<ol style="list-style-type: none"> 1. Difficult to complete tasks at the same time 2. Requires quite a lot of information in solving a problem 3. Prefer to work alone then work in groups
Kinaesthetic	<ol style="list-style-type: none"> 1. Enjoy more active learning 2. Enjoy learning that has the nature of designing or making products 3. Prefer demonstration activities 	<ol style="list-style-type: none"> 1. Skipping some verbal instructions 2. Difficulty concentrating on long written assignments while sitting 3. Difficulty paying attention to detailed written instruction

Reference: Radiusman & Simanjuntak [7]

In fact, the school show still more teacher that not understand learning style student. Whoever caused by teacher that not understand intelligence type that had student, so learning can't walk with optimal. Therefore, researchers provide solutions to map student's multiple intelligence to determine appropriate learning models.

2. METHOD

The research used quantitative. Benefit from the research is to profile or dominant of multiple intelligence student grade IV. The research walked in State Elementary School of Pasuruhan 1. The sample that used in the research are 28 students grade IV for the Academic Year 2021/2022. Female students are 18 students and male student are 10 students. Method that used in the research is survey or observation. Survey is the method that where the research walked in place the research.

Table 2 Results of Test Validity

Total Students	Total Statement	r_{table}	Valid	Invalid
25	56	0.396	40	16

3. RESULT AND DISCUSSION

3.1. Profile of Multiple Intelligence Student

Students are classified into multiple intelligence types based on the highest score from the questionnaire that has been filled out by students. Based profile of multiple intelligence students grade IV State Elementary School

In this research, the researcher used the multiple intelligence research (MIR) questionnaire instrument multiple intelligence research is a research instrument to find out what profile of multiple intelligence is dominated by each student. The MIR instrument used should be tested for validity first. This is so that researcher know whether the instrument is valid and feasible to use research or not. The instrument that has been compiled be tested for validity first. It aims to determinant whether the research instrument compile is valid or not. In this research, there 56 statement items on the MIR instrument. However, only 40 statement items are valid and feasible to be used in the research. The 16 statement items are said to be invalid. It is proved that $r_{count} > r_{table}$, with r_{table} is 0.396. The result of the validity test can be seen in table 2.

of Pasuruhan 1, the questionnaire multiple intelligence research (MIR) cab be looked in table 3.

Based profile of multiple intelligence students grade IV State Elementary School of Pasuruhan 1 in table 3, can be conclude that interpersonal intelligence with most score that 18 student, second intelligence that musical intelligence with score 4 student, third intelligence is that

logic mathematic and interpersonal with score 2 students. The last intelligence that naturalist and linguistic with score 1 student. Meanwhile visual-spatial and naturalist intelligence not dominated by student. As for students who have multiple intelligence, where student not

dominated one intelligence but dominated other intelligence as much as 2 students. One student has naturalist and interpersonal intelligence, while the other student has interpersonal and linguistic intelligence.

Table 3 Profile Multiple Intelligence Grade IV Students

No.	Type of Intelligence	Students
1.	Visual Spatial	-
2	Logic mathematic	2
3.	Kinesthetic	-
4.	Naturalist	-
5.	Musical	4
6.	Interpersonal	18
7.	Intrapersonal	2
8.	Linguistic	-
9.	Naturalist, Interpersonal	1
10.	Linguistic, Interpersonal	1
Student's Total		28

The result also show that male and female student have different multiple intelligence. This is evidenced in table 4. Based the table, can looked the gender that different have intelligence that different. Male students is domination in logic mathematic intelligence, 7 students' domination in interpersonal intelligence, and 1 student domination in intrapersonal intelligence. Meanwhile female student 4 students' domination in musical

intelligence, 11 students in interpersonal intelligence, 1 student domination intrapersonal intelligence, and 2 students' domination in multiple intelligence.

Meanwhile, the score from questionnaire multiple intelligence research (MIR) student State Elementary School of Pasuruhan 1 can be seen in table 5. As for more details can be seen in figure 4.

Table 4 Profile Multiple Intelligence Based on Gender

Type of Intelligence	Gender			
	M	Percentage	F	Percentage
Visual-Spatial	-	-	-	-
Logic Mathematic	2	19%	-	-
Kinesthetic	-	-	-	-
Naturalist	-	-	-	-
Musical	-	-	4	23%
Interpersonal	7	78%	11	69%
Intrapersonal	1	13%	1	7%
Linguistic	-	-	-	-
Naturalist, Interpersonal	-	-	1	6%
Linguistic, Interpersonal	-	-	1	6%
Total	10		18	

Table 5 The Score Multiple Intelligence Research Grade IV Students

Type of Intelligence	Score	Percentage
Visual-Spatial	396	12.20%
Logic Mathematic	290	8.93%
Kinesthetic	418	12.88%
Naturalist	395	12.17 %
Musical	367	11.31%
Interpersonal	584	17.99%
Intrapersonal	392	12.08%
Linguistic	404	12.44%
Total	3246	100%

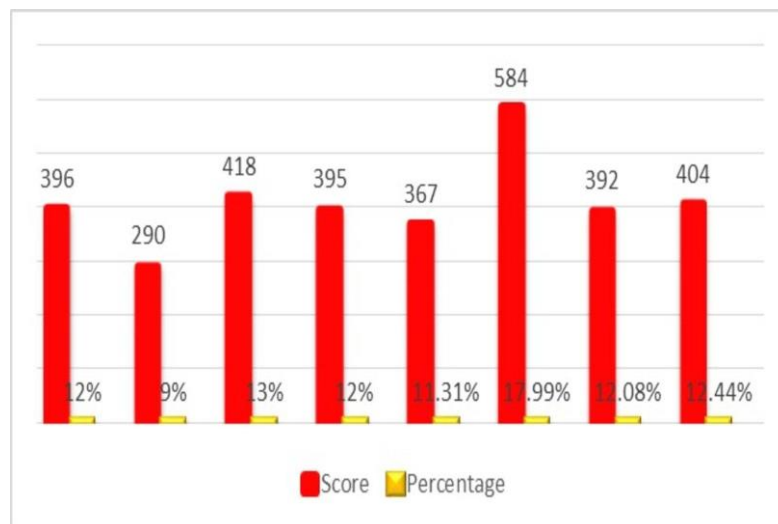


Figure 4 The Score Multiple Intelligence Grade IV Students

Based score questionnaire multiple intelligence research (MIR) State Elementary School of Pasuruhan 1 it shows that the highest score in 584 with percentage 17.99%, while the lowest score is 290 with percentage 8.93%.

3.2. Discussion

Multiple intelligence in this research is skill, ability, and intelligence of students in solving a problem. Multiple intelligence includes 8 intelligences, including: visual-spacial intelligence, logic-mathematic, kinesthetic, naturalist, musical, interpersonal, intrapersonal, and linguistic. The result showed that the fourth-grade student of Elementary School of Pasuruhan 1 were dominated by interpersonal intelligence. This is indicated by the number of 584 students, consisting of 11 female students and 7 male students. Each has a percentage 17,99%. Students are more dominant in this intelligence because teachers often use cooperative learning models, so students are accustomed to interacting and collaborating with other friends. This habit causes students to have high social skills. In line with research by Pulungan, et al, that interpersonal intelligence has an important role in learning. Implementation of observation in learning requires good in accordance with the problems they face. High interpersonal intelligence leads to good communication between individuals so that it benefits various parties, both themselves and others. In addition, high interpersonal affects student learning outcomes. Students with high interpersonal intelligence will find it easier to interact or solve problems that are difficult to solve by asking, concluding, expressing, and analysing data in groups [8]. Another research conducted by Neni, et al stated that students were dominated by interpersonal intelligence because they applied a learning model that involved teamwork or cooperative [9]

To develop the 8 intelligences above, teacher must also be able to choose the right learning model. In line with the result related [10] to the PROMISTER learning model (Central Multiple Intelligence Project) that this model can improve students understanding in receiving subject matter. The learning model is able to cover 8 intelligences, where teacher and student both play an active role in learning, able to think logically, have the ability to interact, and improve student's socio-cultural attitudes.

4. CONCLUSION

Based on the result of the research above, it can conclude student grade IV in State Elementary School of Pasuruhan 1 for the Academic Year 2021/2022 dominantly have interpersonal intelligence. This is evidenced by the total score on interpersonal intelligence of 584 with percentage 17,99% of the total score of 3246. This means that multiple intelligence every student influenced by learning style. The shows that if student have learning style that different, so multiple intelligence that had will different.

This study also shows that each student doesn't only one type of intelligence. However, it is possible that every student has multiple intelligences. It is proven that student grade IV State Elementary School of Pasuruhan 1 have two students who have multiple intelligence, namely 1 student has naturalist and interpersonal intelligence with percentage 6%, 1 other student has linguistic and interpersonal intelligence with percentage 6%.

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