



THE INFLUENCE OF MULTIPLE INTELLIGENCE TOWARD ENGLISH LEARNING OUTCOMES OF THE SEVENTH GRADE AT SMPS IT MUTIARA

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ABSTRACT

This study aims to determine the significant influence of multiple intelligences on English learning outcomes in seventh grade at SMPS IT Mutiara. To find out the significant influence the researcher used research with survey methods with a quantitative approach. The population of the study was seventh grade students at SMPS IT Mutiara with a total of 193 students, consisting of seven classes. Due to the large number of population, the researcher took a sample of 127 students from all seventh graders. The data collection technique that the researcher uses is in the form of non-test, namely multiple intelligence questionnaires and documentation in the form of student reports in odd semesters (I). The results of the study of the significant influence of multiple intelligence on English learning outcomes can be seen from, this is known from hypothesis testing using a stimulant test (F test). Where, the result of F_{count} of 9.608 > F_{table} 3.92, with a p value of 0.002 < 0.05. This was in accordance with the criteria from the F test which said $P < 0.05$, so there was a significant Influence of Multiple Intelligence toward English learning outcomes.

Introduction

Education is all learning activities that take place throughout life in all situations of life activities. As stated in Law Number 20 of 2003 concerning the national education system, that education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control personality, intelligence, noble character, and skills needed by himself, society and the state. Education is an aspect of life that aims to develop dignity, and educate the nation's life. This can be realized if education can give birth to students who are capable and successful in growing the ability to think logically, critically and creatively towards change and development. The realization of education can be seen from the learning outcomes obtained by students in the learning process.

Learning outcomes are the results achieved by students in learning, which indicate the level of students' ability to participate in a learning program at a certain time with a predetermined curriculum. Learning outcomes are the object of class assessment in the form of new abilities obtained by students which include cognitive, affective, and psychomotor aspects after following the learning process (Supratiknya, 2012). Learning outcomes are often reflected as the value of learning outcomes that determine student learning success. In formal education activities, learning outcomes tests can be in the form of daily tests, mid-semester tests, and end-of-semester tests. By knowing the learning outcomes, we can see the development of intelligence that we have. A person can develop his intelligence not only on one type of intelligence but on several intelligences, this is called multiple intelligences.

Multiple intelligences can function optimally, to identify and develop broad abilities in each learner to produce an effective form of learning. As said by Gardner (1983) Multiple intelligence is the ability to solve problems, create valuable products in one or more cultural environments of society. Based on the results of initial observations made on October 14, 2021, which coincided with the implementation of teaching practices in class VII SMPS IT Mutiara. The researcher saw that grade VII students were quite active in the teaching and learning process, had a fairly conducive class and students always listened to the teacher when explaining the lesson. However, even so the researchers found that there were still some students who were not able to think critically and creatively during the teaching and learning process of English, students were still shy in answering questions and expressing their opinions in front of the class. The researcher also saw the less than optimal and slow problem solving ability of students and some students had the mindset that English is a difficult subject to understand. This also has an impact on the results of learning English which is less than maximal and there are still some students who get learning outcomes below the KKM, where the completeness value of English subjects is 80. Based on the explanations above, the researcher summarizes some phenomena that researchers have encountered in the field, including: some students who have not been able to think critically, some students who are slow in solving problems, and some students whose learning outcomes are not maximal or below the KKM.

Based on the phenomenon that emerged, the researcher also conducted an interview with the seventh grade English teacher at SMPS IT Mutiara, namely Ibu Dini

Ramadhani on Friday, March 25, 2022. She stated that some students' English learning outcomes were still below the KKM. This can also be seen from the student's odd semester report cards. She also mentioned the students' opinion that English is a difficult thing. According to her, this is because English is a new thing and English is not included in learning in elementary schools. One of the most common difficulties teachers encounter during the process of learning English is that many students think English is a foreign language and not our language, so it is quite difficult to understand.

The researchers also conducted an interview with the vice principal of SMPS IT Mutiara, on March 25, 2022 with Mrs. Siski Yuliant Rina, S. Si, M.M. According to her, SMPS IT Mutiara is one of the junior high schools that implements the Multiple Intelligence system in schools. Multiple Intelligence has been used since 2003 or early 2004, with training conducted from the foundation in the form of quantum teaching and quantum learning training where this training provides skills to teachers to facilitate all existing intelligence or possessed by students. This multiple intelligence is carried out during tests and interviews with students and their parents when registering at SMPS IT Mutiara. Class division is also carried out based on academic tests, psychological observations and interviews conducted on students and their parents. Both interests, talents and academic results of students. According to her, the application of multiple intelligences in this school is expected to make all students feel valued, no one is too proud and no one feels discriminated against. Based on the problem above, the researcher was interested in investigating the problems above into research entitled: **“The Influence of Multiple Intelligence Toward English Learning Outcomes of The Seventh Grade at SMPS IT Mutiara”**

A. Multiple Intelligence

Multiple Intelligence Theory is one of the most important and most promising developments in the world of education today. The theory of multiple intelligences is based on the work of Howard Gardner, a developmental psychologist, who attempted to create a new theory of knowledge as part of his work at Harvard University. Which defines the seven basic intelligences that are of interest to educators and people concerned with the quality of school education.

In this regard, there are several experts who are also interested in studying and defining the theory of multiple intelligences, such as according to Jasmine (2021) said that multiple intelligence is the ultimate validation of the idea that individual differences matter. We are all born with all seven basic intelligences, at least to some degree. The more we have a certain intelligence brought from birth, the easier it is for us to be successful in the realm of intelligence. Something similar was also explained by Armstrong (2009) who states that intelligence can be developed to an adequate level of mastery by obtaining support, enrichment, and teaching. Thus, a person can develop his intelligence not only in one type of intelligence but in several intelligence. This multiple intelligence can function optimally, to identify and develop broad abilities within each learner to produce an effective form of learning. Each student has a unique

way of solving the problems they face. Therefore, it is better for a teacher to see the intelligence of students through multiple intelligence, because multiple intelligence can not only be seen from IQ tests.

When students are like glasses, an educator is also required to follow like a mirror (Lwin, 2008). This means that in the provision of multiple intelligences, teaching activities must be by the learning styles of each student. Based on some of the opinions above, multiple intelligences can be interpreted that intelligence is not only seen from a person's IQ or academics but how a person can solve problems in world life.

a. General Principles of Development Multiple Intelligence

Multiple intelligence is a new way of looking at intelligence, from a definite and singular intelligence to a Multiple and relatively developed one. Suparno (2004) mentions general principles to help students develop multiple intelligence including:

- 1) Education should pay attention to all intellectual abilities.
- 2) Education should be individual
- 3) Education should encourage students to be able to determine their goals and learning programs.
- 4) Schools must provide facilities and facilities that students can use to practice their intellectual abilities based on multiple intelligences.
- 5) Learning evaluation should be more contextual and not just a written test.
- 6) Education should not be confined to the school building

In this general principle, it is quite clear that the general direction if the teacher wants to help students develop in their multiple intelligence so that students can develop optimally according to their abilities.

b. Types of Multiple Intelligences

Multiple intelligence according to Gardner in Amstrong (2009) initially includes 7 intelligence. Namely, linguistic, logic mathematical, spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal. Based on intelligence above Gardner found intelligence eighth that is Naturalist intelligence, and lastly, Gardner gave rise to the ninth intelligence that is Existential intelligence.

B. English Learning Outcomes

There are many experts who state the definition of learning outcomes, one of which is according to Hamalik (2018) learning outcomes are as the occurrence of behavioral changes in a person that can be observed and measured forms of knowledge, attitudes and skills. These changes can be interpreted as the occurrence of better improvements and development before those who do not know to know. While according to Syah (2010) Learning outcomes are a combination of two words, namely achievement and achievement study.

Based on the explanation above, it can be concluded that learning outcomes are student learning achievements as a whole from student learning experiences, learning outcomes include

cognitive, psychomotor, and affective.

a. English Learning Outcome Function

The function of learning outcomes Suryabrata (2001) suggests there are at least three assessment functions in the educational process, namely as a basic psychological function, a basic didactic, and a basic administrative function, as described below:

1. Basic psychological

Psychologically a person needs to know to what extent he has succeeded in achieving his goals, the problem of psychological needs for knowledge about the results of the efforts he has done can be viewed from two sides, namely in terms of students and in terms of educators.

a) In terms of students

b) In terms of educators

2. Basic Didactic

The basic didactic include:

a) In terms of children being educated

b) In terms of educators

3. Basic administrative

a) Provide data to be able to determine the status of students in the class.

b) Provide an overview of all the results of the efforts carried out by an educational institution.

c) It is the core of student learning progress reports to their parents or guardians.

a. English Learning Outcomes Goal

The goal of English learning outcomes is a change in behavior as a result of learning. There are four objectives of learning outcomes that can be identified as follows (Sudjana, 2005):

1. To describe students' learning abilities so that they can find out their strengths and weaknesses in various fields of study or meta-subjects they take. With the description of these skills, it can also be seen that the position of students' abilities compared to other students.

2. Knowing the success of the education and teaching process in schools, namely the extent to which it is effective in changing student behavior towards the expected educational goals.

3. Determine the follow-up to the results of the assessment, namely making improvements and improvements in terms of education and teaching programs and their implementation systems.

4. Provide accountability from the school to interested parties.

b. Types of English learning outcomes

The educational goals to be achieved can be categorized into three areas,

namely the cognitive field (intellectual mastery), the affective field (related to attitudes and values), and the psychomotor field (the ability to act or behave). The three of them become an inseparable unit. Therefore, these aspects must be seen as student learning outcomes from the teaching process.

Factors Affecting English Learning Outcomes

Success in the learning process has factors that can support the success of learning itself. Many experts state that the factors that can affect learning outcomes consist of internal factors (factors from within the student) and external (factors from outside the student). Support from this statement some opinions regarding the factors that affect learning outcomes. Another opinion, stated by Shah (2006, p. 132) that the factors that affect student learning, are divided into three types:

- 1) Internal factors.
- 2) External factors
- 3) Learning approach factor

This factor is a type of student learning effort including strategies and methods used by students to carry out learning activities of subject matter.

Learning outcomes have two factors, namely factors in the student (intern) and factors from outside the student (external). This is by the statement stated by Anitah (2011, p. 2.7) mentions the success of learning is strongly influenced by several factors. These factors can be grouped into two groups, namely factors from within the student (intern) and factors from outside the student (external). Factors of learning outcomes can be classified into two, namely factors in the individual and factors that exist in the individual. Slameto (2010, p. 54) explains that the factors that affect learning outcomes can be divided into two groups: Internal factors are factors that exist in individuals who are learning and External factors are factors that exist outside the individual. Based on the theoretical study of learning outcomes above, it can be concluded that learning outcomes have 2 important factors, namely internal and external. many things can affect student learning outcomes, both school factors, family, psychology, and even fatigue factors.

There is some indicator that can be shown as follows:

1. Students are able to solve problems given by the teacher in the process of teaching and learning English
2. Students are able to generate new problems to solve in the process of teaching and learning English.
3. Students are able to think logically and critically in the process of teaching and learning English
4. Students are able to create something or offer a service that will earn rewards in the process of teaching and learning English.

Based on the observation that the researcher was done, the hypothesis formulated as follow:

1. H₀: There is no the influence of multiple intelligence toward English

learning outcomes of the seventh grade at SMPS IT Mutiara.

2. H_a : There is the influence of multiple intelligence toward English learning outcomes of the seventh grade at SMPS IT Mutiara.

Method

The research approach used in this research was the quantitative approach. The method used in this research was the survey research design. Creswell (2009), survey research is a quantitative or numeric description of a population's trends, attitudes, or opinions by studying a sample of that population. It includes cross-sectional using questioner for data collection, with the intent of generalizing from a sample to a population. The study was conducted from May 23th to June 10th, 2022. This research was conducted at the SMPS IT Mutiara (Integrated Islamic Junior High School Mutiara) Complex PT.CPI Sebangka Titian Antui Ward, Pinggir district, Bengkalis Regency, Riau province.

"Population is a group of individuals who have the same characteristic" Creswell (2012). The population of this research was the Seventh Grade Students of SMPS IT Mutiara. The total of students could be seen as follows:

Table 1: The population of The Research

No	Class	Population
1	VII Hashanah	32 students
2	VII Siddiq	25 students
3	VII Ikhlas	30 students
4	VII Kamil	27 students
5	VII Taqwa	30 students
6	VII Mujahid	22 students
7	VII Sabar	27 students
Total		193 students

(Source: SMPS IT Mutiara document)

In this research, the researcher took the seventh-grade junior high school of SMPS IT Mutiara. The population was 193 students. According to Creswell (2008), the sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. So the sample in general could be interpreted as part of representative of the population studied. Sampling technique is a technique to determine the sample to be used in research. Sampling techniques are basically grouped into two, namely probability sampling and non-probability sampling. In this study, researchers used probability sampling. Where the sample is taken using Simple Random Sampling. Where with a sample of 193 the total population can be sampled through the guidelines of the Krejcie and Morgan Tables to 127 the number of samples. Where the sample is taken using Simple Random Sampling, to determine the sample size, because each class has a different population, so the researcher uses the following calculations:

Table 2: Sample of The Research

No	Class	Number of Class/ $N \times n$	Result	Sample
1	VII Hashanah	32/193 x 127	21.05	21 students
2	VII Siddiq	25/193 x 127	16.4	16 students
3	VII Ikhlās	30/193 x 127	19.74	20 students
4	VII Kamil	27 /193 x 127	17.76	18 students
5	VII Taqwa	30 /193 x 127	19.74	20 students
6	VII Mujahid	22 /193 x 127	14.4	14 students
7	VII Sabar	27 /193 x 127	17.76	18 students
Total				127 Students

The data collection method was one of the aspects that play a role in smoothness and success in a study. In this study the data collection methods used were as followed:

1. Non-Test

The non-test technique used in this research was a questionnaire and documentation

a. Questionnaire

Creswell (2016) Questionnaire is a data collection technique in which the participant/respondent fills out a question or statement then after it is filled in completely returns it to the researcher. It was used to determined the influence of multiple intelligences toward English learning outcomes. The questionnaire consisted of 24 items and discusses the opinion of respondents in responding to the following options based on a Likert scale:

Table 3: The score of the Scale

Scores	Category
4	Very accurate
3	Accurate
2	Inaccurate
1	Very inaccurate

b. Documentation

According to the Big Indonesian Dictionary (KBBI), documentation is a process of collecting, processing, selecting, and storing information in the field of knowledge, which provides or collects evidence related to information, such as quotes, pictures of reference materials and others. In this study, the

documentation obtained in the form of data on students' English learning outcomes, it was obtained by looking at student scores from odd semester school report cards for seventh grade students at SMPS IT Mutiara.

The table below was the category of students' English learning outcomes:

Table 4: The Category of Students' Achievement

No	Score	Category	
1	0-80	D	Poor
2	80-87	C	Average
3	88-95	B	Good
4	94-100	A	Excellent.

(Source: SMPS IT Mutiara Document)

The English learning outcomes of seventh grade students at SMPS IT Mutiara could be seen in the following table:

Table 5: Learning Outcomes Grid

Variabel	Aspect	Indikator
English Learning Outcomes	Cognitive	Student odd semester report cards
	Psychomotor	
	Affective	

The collected data was then analyzed used the computer program SPSS (Statistical Product and Service Solution) version 16 for windows. The data analysis technique use was descriptive statistical techniques.

a. Descriptive Statistics

Descriptive statistic provide an overview or description of data thus making information clearer and easier to understand, which was seen from the mean, median, mode, standard deviation, maximum value and minimum value. The descriptive statistical test was conducted with the SPSS program (Ghozali, 2006). In this data analysis technique, validity and reliability test were also needed. Validating data was necessary to do in the research to make the instrument valid and reliable before it was used. The instruments of this research were Multiple Intelligence Questionnaire and English Learning Outcomes. The instruments tested at the seventh grade students of SMPS IT Mutiara. There were two important criteria for examining the instruments which were going to used in collected data. There were validity and reliability.

b. Validity test

Validity is the most important characteristic a test or measuring instrument can posses. It is concerned with the appropriateness of the interpretations

made from test score. (Gay & Airasian, 2000). From the results of the validity test of the 24 multiple intelligence questionnaire questions conducted on 127 respondents, it was known that the 24 multiple intelligence questionnaire items were said to be valid because the r value > 0.173 .

c. Reliability

Reliability means dependability or trustworthiness. Reliability is the degree to which a test consistently measures whatever it is measuring. The more reliable a test is, the more confidence that the scores obtained from the test are essentially the same scores that would be obtained if the test were readministered to the same test takers. (Gay & Airasian, 2000). To find out the reliability of multiple intelligence, the researcher uses Cronbach's Alpha statistic used SPSS 16. With the results:

Table 6: The result of reliability of Multiple Intelligence

Reliability Statistics	
Cronbach's Alpha	N of Items
.830	24

This is acceptable reliability level of diagnostic instruments used to make decisions about individuals (Shay in Ghazali, 2020). The criteria:

- d. If Cronbach's Alpha > 0.60 then the instruments is reliable
- e. If Cronbach's Alpha < 0.60 then the instruments is unreliable

In the table above, it was known that Cronbach's Alpha reliability of Multiple Intelligence was 0.960. So it could be concluded the data reliability of multiple intelligence was $0.960 > 0.60$, it means the instrument of Multiple Intelligence was reliable.

Finding and Discussion

The data of Multiple Intelligence are obtained from a Questionnaire. The data was taken from 127 students as the sample of the research. From the data, the maximum total was 96 and the minimum total was 67. The standard deviation was 5.233 and the mean total was 79.80. The data of English Learning Outcomes was obtained from odd semester report cards. The data was taken from 127 students as the sample of the research. From the data, the maximum score was 100 and the minimum score was 73. The standard deviation was 6.560 and the mean score was 89.18. To get the result of normality test, the researcher used Kolmogorov-Smirnov assisted by SPSS 16 version. The result was:

Table 7: Test of Normality One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		127
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.32189573
	Absolute	.064
Most Extreme Differences	Positive	.052
	Negative	-.064
Kolmogorov-Smirnov Z		.724
Asymp. Sig. (2-tailed)		.671

a. Test distribution is Normal.

b. Calculated from data.

From the data above, the results of the normality test could be seen from the Value of Significance in table One Sample of Kolmogorov Smirnov. The criteria:

- a. If Value of Signification < 0.05 then the distribution is not normal
- b. If Value of Signification > 0.05 then the distribution is normal

Based on the results of the normality test, it was known that the significance value was 0.671. It means the significance value $0.671 > 0.05$. It could be concluded that the residual value was normally distributed. The results of the correlation test using moment product analysis. The significant level criteria used as the basis for determining the correlation are:

- a. If Sig. Value < 0.05, it means that there is a significant correlation between Multiple Intelligences toward English Learning Outcomes
- b. If sig. value > 0.05, it means that there is no significant correlation between multiple intelligence toward English learning outcomes.

The results of the multiple intelligence correlation test on English learning outcomes can be showed, there was a correlation coefficient (r) of 0.267 with a significance of 0.002. It means that there was a correlation between multiple intelligence toward English learning outcomes with a low level of relationship, and the correlation was significant because $p < 0.05$ or it can be seen that the significance value was $0.002 < 0.005$. Based on the effective contribution of the Multiple Intelligence variable toward English Learning Outcomes was 7.1% obtained from ($r^2 \times 100$). While the remaining

92.9% was a contribution from other variables outside the multiple intelligence variable.

The model test was tested used a stimulant test (F test) to determine the influence of the independent variable on the dependent variable in a stimulant manner. Hypothesis testing which states that there was a stimulant influence of the Multiple Intelligence variable on English Learning Outcomes, it could be seen from the results of the F test. The F test is divided into 2 criteria:

- 1) Based on the comparison of the calculated F value with F table
 - a. If the value of $F_{\text{count}} < F_{\text{table}}$, then there is a significant linear relationship between Multiple Intelligences toward English Learning Outcomes
 - b. If the value of $F_{\text{count}} > F_{\text{table}}$, then there is no significant linear relationship between Multiple Intelligences toward English Learning Outcomes
 - c. It is known that the f_{table} value is 3.92
- 2) Based on the significance value (sig.) of the ANOVA output.
 - a. If the value of sig. < 0.05 , then the hypothesis is accepted, this means that Multiple Intelligence has significant influence toward English Learning Outcomes.
 - b. If the value of sig. > 0.05 then the hypothesis is rejected. this means that Multiple Intelligence has no significant influence toward English Learning Outcomes.

Table 8: The Results of The Stimulant Test (F Test)

ANOVA ^a						
Model		Sum of Squares	D f	Mean Square	F	Sig.
1	Regression	387.073	1	387.073	9.608	.002 ^b
	Residual	5035.762	125	40.286		
	Total	5422.835	126			

- a. Dependent Variable: English Learning Outcomes
- b. Predictors: (Constant), Multiple Intelligence

F test results in table IV obtained F_{count} of $9.608 > F_{\text{table}} 3.92$, with a p value of $0.002 < 0.05$. The researcher made a decision based on the significance value (sig.) of the ANOVA output. with a significance value of $0.002 < 0.05$, Which means that in the F test, it was known that H_a was accepted and H_0 was rejected. The hypothesis formulated as follow:

- 1) H_0 : There is no the influence of multiple intelligence toward English learning outcomes of the seventh grade at SMPS IT Mutiara
- 2) H_a : There is the influence of multiple intelligence toward English learning outcomes of the seventh grade at SMPS IT Mutiara

So that it could be concluded, in the stimulant test (F test) there was a significant linear relationship between Multiple Intelligences on English Learning Outcomes. This means that in the F test it was known that H_0 was rejected and H_a was accepted. From the results of the research that the researchers did, to answer the question how is the significant influence of multiple intelligence toward English learning outcomes at SMPS IT Mutiara? It could be concluded, there was a significant influence of multiple from hypothesis tested used a stimulant test (F test). Where, the result of F_{count} of $9.608 > F_{\text{table}} 3.92$, with a p value of $0.002 < 0.05$. This was in accordance with the criteria from the F test which said $P < 0.05$, so there was a significant Influence of Multiple Intelligence toward English learning outcomes.

Conclusion

The results of the research data above show that the average score of Seventh Grade Multiple Intelligence at SMPS IT Mutiara is 79.80. Based on the interpretation table, the Multiple Intelligence of seventh grade students of SMPS IT Mutiara is categorized as good. And the average of seventh grade English learning outcomes at SMPS IT Mutiara is 89.18. Based on the category of student learning outcomes, students' English learning outcomes are categorized as good. Based on the data above, the researcher concludes that Multiple Intelligence and English learning outcomes of the seventh grade at SMPS IT Mutiara are good.

The results of further research, in the correlation test that researchers have done to see the relationship between Multiple Intelligences toward English Learning Outcomes shows a correlated relationship, this is seen from that between multiple intelligences toward English learning outcomes there is a correlation coefficient (r) of 0.267 with a significance of 0.002. it means that there is a correlation between multiple intelligence toward English learning outcomes with a low level of relationship, and the correlation is significant because $p < 0.05$ or it can be seen that the significance value is $0.002 < 0.005$. Based on the effective contribution of the Multiple Intelligence variable toward English Learning Outcomes is 7.1% obtained from ($r^2 \times 100$). While the remaining 92.9% is a contribution from other variables outside the multiple

intelligence variable.

The results of further research, which the researchers got, on the stimulant test (F test) there was a significant linear relationship between Multiple Intelligences on English Learning Outcomes. This means that in the F test it is known that H₀ is rejected and H_a is accepted. From the results of the research that the researchers did, to answer the question how is the significant influence of multiple intelligence toward learning outcomes of English in the seventh grade of SMPS IT Mutiara? It can be concluded that there was a significant influence between multiple intelligences toward English learning outcomes, it was known from the hypothesis tested using the stimulant test (F test). where, the result of sig. Value of $0.002 < 0.05$. it was in accordance with the F test criteria which states Sig. Value < 0.05 , so there was a significant influence on the results of learning English.

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