

Assistance in the Introduction to Multiple Intelligences for Elementary School Teachers in Differentiated Learning

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ABSTRACT

Assistance with introducing multiple intelligences for elementary school teachers in differentiated learning is fundamental knowledge for teachers in implementing differentiated learning. Because differentiated learning respects the diversity of children's abilities and gives children freedom in education. Intelligence is one part of a learner's learning profile that is important to pay attention to. An individual's intelligence can be divided into several categories, including logical-mathematical, linguistic, musical, naturalistic, visual-spatial, intrapersonal, kinesthetic, and visual-spatial. Teachers need to assess and develop students' intelligence effectively, considering the variability of their intelligence. Correct learning techniques can be used in the classroom to help students achieve their full potential based on their intelligence. The idea of an independent learning curriculum is learning based on the diversity of student profiles. Therefore, teachers must know about readiness for differentiated learning. This service research aims to increase knowledge regarding things that must be prepared before implementing differentiated learning through Gugus Srikandi teachers. The method used in service is lecture, practice, and assignment methods. This research shows that elementary school teachers' reflections on differentiated learning at SD Negeri Bojong Salaman 02 include diagnostic assessments, content differentiation, differentiation, process, and product differentiation. In more detail, there were several problems with the implementation, and

there were even activities outside the independent curriculum's provisions. These include diagnostic assessments that still need to meet the requirements/through the stages of an assessment action, and teachers still need clarification about integrating learning readiness, learning styles, and learning readiness. Apart from that, the reflection results also reveal that teachers have advantages in implementing differentiated learning. This advantage is that teachers often vary their education, and teachers become idols for students.

Keywords: Differentiated Learning, Multiple Intelligences, Independent Curriculum.

INTRODUCTION

Education is the basis for a country to develop its generation. Based on the development of education, a country can progress and prosper. According to Aghnia (2023), education involves conveying knowledge, skills, and character qualities so that students can develop into independent social beings. The teacher is the leading actor in implementing learning in the classroom. The teacher's presence in the classroom controls and conditions the classroom atmosphere so that life, activity, and excitement in the school become the full responsibility of a teacher (Jatmiko & Putra, 2022). In recent years, the national

education system has implemented the 2013 curriculum, which will be changed and refined with a new curriculum, the Merdeka Curriculum. The Merdeka Curriculum is a new idea in the efforts of the Indonesian education movement to create a future generation of excellence and character.

Saleh (2020) believes that independent learning is a program that examines how students and teachers can innovate to improve learning standards in the classroom. One of the learning concepts promoted in the independent learning curriculum is differentiated learning. Differentiated learning is implemented based on mapping students' learning needs, including their learning profiles. Student learning profiles include information about each student's individuality, skills, and learning styles.

According to Unu Nurahman (2022), differentiated learning (differentiated instructions) is a manifestation of knowledge that supports students and is designed, implemented, and assessed to meet student's individual needs by paying attention to learning readiness, learning interest, and learning profile. profiles) (Hadi et al., 2022). Differentiated learning must be rooted in meeting students' learning needs and how teachers respond to these learning needs (Hadisucipto, 2022). This learning is learning that provides breadth and support to all students to develop their potential based on the differences and conditions of each individual. There are three main components contained in differentiated learning, namely content, process, and product (Hidayat et al., 2023)

Each student has diverse potential and unique qualities inherent in each of them (Setyawati, 2023). The diversity of students'

unique funds includes 1) learning styles such as auditory, visual, and kinesthetic; 2) academic ability is divided into three stages of high academic, medium academic, and low academic; 3) the speed of understanding the lesson is fast, medium, or slow; 4) learning orientation such as mastery (performance approach), performance approach (performance-avoidance), high, medium and low motivation; 5) high, medium, low self-efficacy (a person's confidence in his ability to perform a particular task); 6) interest in certain subjects; 7) personality can be introverted or extroverted; and 8) socioeconomic status.

All potential students must have the right environment to grow. One way is that teachers can plan lessons that consider the potential and skills of each student in their class. This aligns with the Indonesian education philosophy of Ki Hajar Dewantara, which states that a teacher's job is to help students grow and develop according to their nature to achieve pleasure and security. Masitoh and Cahyani (2020) argue that for students to be successful, educators must try to guide them based on their interests, talents, and skills.

Every student has diverse intelligence and potential, one of which is intelligence. *Intelligence* is an ability that supports more than one person's learning process. This intelligence is called multiple intelligence. Teachers must know and understand every intelligence that students have so that they can be developed optimally (Septiaseh et al., 2022; Arifianto & Elisa, 2022). Howard Gardner's theory is a basis for applying multiple intelligences at the elementary school level (Hardiyanti et al., 2020). At the elementary school level, applying multiple intelligences is essential for understanding students' intelligence (Makrufi, 2017).

Through multiple intelligences in classroom learning, teachers allow each student to develop their intelligence (Ardiana, 2022; Wardani & Sumarti, 2017). Gardner (1993) states nine aspects of a child's intelligence. The term we often hear is multiple

intelligence (multiple intelligence) (Ratnasari et al., 2018; Ulya & Wardani, 2023). The nine intelligences are Linguistic Intelligence, Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, and Bodily-Kinesthetic Intelligence. interpersonal (Interpersonal Intelligence), intrapersonal Intelligence (Intrapersonal Intelligence), Naturalist Intelligence (Naturalist Intelligence), Existential Intelligence (Lobemato et al., 2022; Buduran, 2022).

This theory of multiple intelligences has an impact on learning. It is essential to organize learning that connects student intelligence with the content of the material and learning activities to develop each student's intelligence. Because each student has a different level of intelligence, the teacher must be more creative in conveying learning material. This means that through the implementation of teaching that considers the intelligence of each student. Students will be able to understand and apply this intelligence to solve problems in everyday life following the goals of Indonesian education and the independent learning curriculum.

Based on the description above, the formulation of the problem of this community service research is how to get the teachers of the Srikandi Group to recognize multiple intelligences in differentiated learning. The purpose of this service is to increase teacher competence in preparing differentiated learning in the Srikandi Group.

MATERIALS & METHODS

This research uses descriptive research type. Descriptive research aims to examine conditions and circumstances, and then the results are described in the form of a research report (Rachman, 2020). The partners for this community service activity are all the teachers of the Srikandi Group. Every class teacher and lesson teacher attended the training. The number of target

audiences in the training activities invited as many as teachers who attended the training. The training was held for four days. This community service was held in the Hall of SDN Bojong Salaman 02, West Semarang District, for 1 meeting day, which started from 09.00 - 13.00 WIB on July 6 2023, and continued on 7, 8, 10 with assignments.

The partners for this community service activity are elementary school teachers within the Srikandi Group. The number of target audiences for the activities invited was 40, which 57 people attended. The number of 40 is based on the attendance for each activity. From these service activities, they can disseminate the training results to other teachers in their elementary school and can be applied when learning is differentiated. This service activity was carried out at SD Negeri Bojong Salaman 02 with the hope that it would be more effective and that more teachers would participate and gain knowledge in preparing an independent curriculum, especially differentiation learning. The implementation of mentoring training is planned to consist of assistance for conceptual knowledge and practical assistance.

The methods used in this research are lecture and practice methods and the following are the stages in this community service activity:

a) Preparation Stages Consist of:

1. Observation

The team carried out observations of several Gugus Srikandi Elementary Schools in West Semarang District and asked what teachers needed in the learning process with an independent curriculum. The observation results found that elementary school teachers currently need knowledge and training on the introduction

of multiple intelligences in differentiated learning.

2. Coordination

After observing the team carried out coordination with the head of the cluster in West Semarang District to carry out the community partnership program

b) Stages of Program Implementation

The implementation of this program includes 2 methods, namely:

1. Provide understanding through the provision of knowledge and information regarding the introduction of multiple intelligences in the form of counseling for teachers of SD Gugud Srikandi in West District.
 2. Then in terms of application through creating learning tools and teaching modules with assistance from the PKM team.
- c) The third stage is the activity evaluation stage.

The evaluation stage is carried out by the service team with two evaluations, namely:

1. The first evaluation involves training participants, the service team distributes google forms to participants, where participants are required to fill out the google form sheet

d) Report Preparation Stage

The service report created is carried out by adjusting the results that have been

achieved during the implementation of the service. Then it also contains an explanation of the process of implementing activities carried out from start to finish.

RESULT & DISCUSSION

Community service is a form of effort to provide information more broadly to the public in the form of knowledge. This activity has provided added value to the community, especially teachers at the Gugud Srikandi elementary school in West Semarang District.

The implementation of the actions and results carried out in this PkM can be described as follows:

a. Program Implementation

This training consists of 3 sessions. The initial session was filled by Prof. Dr. Sarwi, M.Si, with the material "The Relationship of Multiple Intelligences to Differentiated Learning". Then, the second session was filled by Prod. Dr. Sri Haryani, M.Si, with the material title "Differential Learning in Elementary School," and the third session, which was held during the day, was filled in by Prof. Dr. Sri Wardani, M.Si with the material "Multiple Intelligences in Learning in Elementary Schools". Meanwhile, after the material is finished, there is a task, namely conveying how readiness for differentiated learning is.



Figure 1 UNNES lecturers are giving training materials to trainees (SD teachers)

In this activity there was also a question and answer session, participants seemed enthusiastic about taking part in this activity as seen from the number of

participants who asked questions. Likewise in terms of the estimated number of participants much increased from the planned number of participants previously.

In delivering material on the introduction of multiple intelligences in differentiated learning. In the observation of the service team, this activity was more effective, because of the problems found, difficulties when applying differentiated learning with inadequate facilities and infrastructure..

b. the activity evaluation

After the implementation of the training, an evaluation was carried out on the implementation of the training. The team used the Google form to see the results of the evaluation carried out on the participants, and there was 1 question that the PkM team gave.

Moreover, the evaluation found that as many as 87% of elementary school teachers as training participants had not fully prepared for differentiated learning. After being given material and training, 100% of all training participants had understood how to prepare for applying multiple intelligences in differentiated learning in the independent curriculum. However, the participants acknowledged that they had to frequently attend training and be active in making learning tools and teaching modules to improve the resulting learning process.

Implementing training and providing multiple intelligence introduction materials for elementary school teachers in differentiation learning was carried out for 1 day and continued with assignments for 3 days. Making learning devices and

teaching materials is a must for teachers because this has become a mandatory requirement for teachers who aim to develop the intelligence of each student. Besides that, it is also helpful in increasing their knowledge. By preparing learning tools, the teacher indirectly issues ideas - ideas, and thoughts through logical reasoning.

The results obtained after the implementation of community service are as follows:

- a. Guru-guru mendapatkan tambahan pengetahuan tentang pembuatan perangkat pembelajaran dan bahan ajar dengan berbasis kecerdasan majemuk dalam pembelajaran berdiferensiasi. Sebelum pelatihan ini dilaksanakan guru belum memiliki pengetahuan yang cukup tentang kecerdasan majemuk dalam pembelajaran berdiferensiasi yang digalang oleh kurikulum merdeka.
- b. There is an increase in the knowledge and abilities of elementary school teachers in making learning tools and teaching materials. Teachers feel confident that they can create learning tools and teaching materials, which are one of the teacher's obligations in implementing the independent curriculum. So far, teachers still apply conventional learning models such as lectures and questions and answers and still assume that students' intelligence is only in calculations.



Figure 2. Implementation of Intelligence Introduction training.

c. Elementary school teachers hope that the Community Service Team from the UNNES postgraduate school will often carry out activities that help and involve elementary school teachers. This was conveyed because teachers felt they did not get enough new information about teaching activities and activities or other elementary school activities.

CONCLUSION

Community service is carried out in the form of training and delivery of material in the Hall of SD Negeri Bojong Salaman, with the methods used in community service currently being lectures and assignments. Forty teachers in Gugus Srikandi attended this training. This community service activity results in elementary school teachers experiencing extraordinary benefits from implementing PkM because it can increase their knowledge and improve their abilities in preparing learning tools and teaching materials for differentiated learning..

Declaration by Authors

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