Improve Students' Literacy With Multiple Intelligence (MI) Approach

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Abstract. Every child have unique abilities. Due to the fact that each student has a different learning style, especially when it comes to reading and writing, this situation shouldn't be taken too seriously during the learning process. A teacher must employ specialized teaching methods that can assist students in learning to read, write, and speak in order to address differences in student abilities. In the course of teaching students to read and write, the single most effective technique a teacher may use is the principle of multiple comprehension. With this directive, it is anticipated that students will find learning to read and write will go more smoothly. The author of this article used qualitative research methods, drawing on case studies from MI Ma'arif Caruy. As a result of the sibling matching process, the teacher and student can read and write more easily during the learning process.

Keywords: literacy skills, multi intellegence approach

1 Introduction

Education is important for children's development, especially at the elementary school level which is the initial foundation in building students' character and academic abilities. In the context of Indonesian learning, the ability to read and write is a very important skill for students.[1]

Education is the key to opening the door to success in life. As educators, one of the main goals is to help students acquire effective literacy skills. However, each student has a different way of learning and varying literacy. Therefore, diverse learning approaches are needed to be able to maximize the potential of student intelligence.[2]

Multiple intelligence (MI) approach or commonly referred to as Multiple Intelligences (MI). With the MI approach, teachers can identify the type of intelligence of students and adjust appropriate learning methods and techniques. Learning based on student intelligence can increase student interest and motivation, so as to accelerate the learning process and improve students' overall literacy.[2]

However, there are still many teachers who do not understand about the Multiple Intelligence approach and how to apply it in Indonesian learning in lower grades. In addition, the lack of resources and supporting equipment is also an obstacle in implementing diverse learning approaches.

The ability to read and write are two very important basic skills in literacy. Reading is the ability to understand and interpret written information, while writing is the ability to express thoughts and ideas in writing. Reading and writing skills enable a person to acquire and convey information in an effective manner, both personally and professionally.[3]

Ki Hajar Dewantara is an Indonesian education figure who is considered the Father of National Education. He stressed the importance of reading and writing in education. According to him, reading and writing are the keys to acquiring knowledge and improving thinking skills.[4]

Prof. Anis Malik Thoha is a professor in the field of Educational Psychology. He highlighted the importance of reading and writing in students' cognitive development and thinking skills. According to him, reading and writing are activities that build language skills, comprehension, and analysis.[5]

Multiple Intelligences (MI) is a theory put forward by Howard Gardner in 1983, which identifies and groups human intelligence into eight types or forms. Gardner points out that everyone has a different intelligence and is not limited to verbal-linguistic or logical-mathematical intelligence.

The following are the eight types of intelligence in the theory of Multiple Intelligences (MI):

1. Linguistic Intelligence: ability to speak, write, read, and understand language.

2. Logical-Mathematical Intelligence: ability to think logically, analytically, and mathematically.

3. Visual-Spatial Intelligence: the ability to understand and produce images, visualization, and spatial.

4. Kinesthetic Intelligence: the ability to control body movements, sports, and physical activities.

5. Musical Intelligence: the ability to understand, produce, and enjoy music.

6. Interpersonal Intelligence: the ability to interact and communicate with others.

7. Intrapersonal Intelligence: the ability to understand oneself, have self-awareness, and control emotions.

8. Naturalist intelligence: the ability to understand nature and the environment.

In education, the theory of Multiple Intelligences can be applied to develop various abilities of students as a whole and holistically. Teachers can develop a variety of diverse learning methods and techniques, so as to maximize the potential intelligence of different students. By using the MI approach, teachers can create a more interesting, different, and challenging learning atmosphere for students.

Research on improving students' literacy has also been written by Refina Mayanti and Asep Samsudin, entitled The Use of the Make a Mach Model to Improve Literacy Skills in Grade II Students published in the PGSD STKIP Subang Scientific Journal (2023) in this study aims to evaluate the level of literacy in elementary school environments. The method used in data collection and processing is the mix method, which produces quantitative and qualitative data. Quantitative data were obtained through tests to measure the effectiveness of using the Make-a-Match model in improving literacy skills in grade II students. The quantitative data was then analyzed using inferential statistics using SPSS software. On the other hand, qualitative data is obtained through observation and interviews conducted systematically in class, as well as data synthesis to respond to the implementation process and obstacles faced by teachers. The research instruments used are non-test instruments. The results showed that there is a need to increase literacy in low grades in the learning process.[6]

In Educative: Journal of Educational Sciences (2022) Andi Lely, Nurmaya GIrsan Irsan, and Harisal Siompu wrote a study entitled: This study aims to examine the role of multiple intelligences on student achievement in elementary schools. The Multiple Intelligences approach is very relevant in the context of learning because each student has different intelligences. Descriptive method was used in this study with a qualitative approach. Data collection techniques involve observation, in-depth interviews, and documentation. The collected data is then analyzed through a series of steps, including data collection, data reduction, data presentation, and data verification. The results of this study are based on the results of a questionnaire that concerns the analysis of students' multiple intelligences on learning achievement. Here are the percentages of students who have certain intelligences: Linguistic intelligence 0% (0 people), logical-mathematical intelligence 19% (5 people), spatial intelligence 0% (0 people), musical intelligence 15% (4 people), kinesthetic intelligence 23% (6 people), interpersonal intelligence 8% (2 people), intrapersonal intelligence 12% (3 people), naturalist intelligence 15% (4 people), and existential intelligence 8% (2 people).[7]

Departing from the above problems, the formulation of this article's problem is how to apply a multiple intelligence approach in improving students' literacy. While this article aims to discuss how to apply the Multiple Intelligence approach in improving students' literacy.

2 Method

The research method used in this article is to use a qualitative approach to the case study model. With data collection procedures taken from the experience of researchers in the field directly. Because researchers who carry out their own activities will be researched, which will then be narrated into a research result. The data analysis procedure is taken from the results of experiences that researchers experience in the field directly.

The research background was taken at MI Ma'arif Caruy. Located in Cipari sub-district, Cilacap Regency, Indonesia. The object of research is a grade 2 student of MI Ma'arif Caruy in 2022/2023.

3 Result and Discussion

The first step for teachers in using a multiple intelligence approach in learning is to conduct student ability tests. The test is carried out orally and in writing, from the results of the test it is known each student's individual ability, which will be classified according to the abilities that exist in the student. After the test is carried out, the teacher can identify the initial test results into three groups of students, namely students with linguistic ability (ability to speak, write, read, and understand language), kinesthetic (ability to control body movements, sports, and physical activities), and interpersonal (ability to understand themselves, have self-awareness, and control emotions).

The steps taken by teachers in learning for students with linguistic abilities by the way teachers provide interesting and diverse reading materials, such as fiction stories, articles, or nonfiction books that suit the interests and reading level of these students. This will help students to be more motivated and interested in reading. Teachers provide diverse and interesting writing activities, such as keeping a personal journal, writing short stories or poems, and making notes from readings that have been done. This will help students to be more skilled in expressing ideas in their own writing. The teacher provides constructive feedback on each student's written work. Teachers provide specific and helpful praise and criticism, so students can see their progress and get suggestions for improving their writing skills. Teachers give regular reading practice, read every day for at least 10 minutes or read together in class. This will help students to improve their reading skills and expand their vocabulary.[8] The work of these students is appreciated by pasting them on the classroom wall for other students' reading.

Learning students with kinesthetic abilities, teachers prepare activities that create a learning environment that supports the exploration of movement and physical activity in reading and writing learning. The first activity that the teacher does is to prepare letter and word cards to be arranged by students, letter cards to arrange words, word cards are arranged to form sentences, the sentences formed will be formed into paragraphs, paragraphs will become stories. Once the story is formed, students read with "finger tracing" or tracing letters and words with fingers. Students use their hand gestures while reading or writing. The next time children with kinesthetic abilities are invited to role-play or dramatize the characters in the reading they read, this can help students to be more physically involved in the process of learning to read and write. The results of these role-plays are displayed in special school events, such as at farewells, or commemorations of holidays such as education day, teacher's day, and others. By utilizing kinesthetic advantages students can channel their ability to learn to read and write, so that students with kinesthetic abilities quickly learn to read and write.[8]

Learning students with interpersonal skills teachers use a collaborative approach in learning to read and write. The teacher directs students to be able to have group discussions about the readings they have done, share ideas, and give each other feedback. This will help students to be more engaged and deepen their understanding of the text. Teachers facilitate learning activities that involve social interaction, with joint reading or group writing projects. Students can work together in reading or writing, helping each other, and sharing ideas. This can build their communication and cooperation skills[9] So that children with interpersonal abilities can learn to read and write faster. Teachers give time to students to do presentation or reading activities in front of the class or other school events. This will help students to improve their oral communication skills and strengthen the relationship between reading and writing with

public speaking. Children in this group are coupled with kinesthetic abilities for role play or drama to be staged in school events.

4 Conclusion

Improving students' reading and writing skills can be done with a multiple intelligence approach by grouping students according to their abilities. Sisaw has linguistic skills to quickly learn to read and write by providing diverse readings such as fiction stories, articles, or nonfiction books and practicing to write poetry and interesting articles. Children have kinesthetic abilities by learning by involving other limbs, can be by playing cards arranged into words, sentences and paragraphs. While children with interpersonal skills learn to read and write through discussion so that there will be interaction with other students so that there will be interaction between students that will make it easier for children to have interpersonal skills in learning to read and write.

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