



Enhancing Elementary Students' Writing Skills through Multiple Intelligence Strategies: A Case Study

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ABSTRACT

In essence, humans are given intelligence in themselves to get the learning they need, especially in language skills in Indonesian subjects in elementary school. This study will discuss the analysis of multiple intelligence strategies on the writing skills of grade III students of elementary school 1 watubelah. This study uses a case study approach with data collection through observation, interviews and documentation. The procedure begins with a diagnosis assessment in understanding the student's intelligence. The implementation is carried out by treating 8 intelligences according to Howard Gardner's theory. The results of the study showed a significant increase in the value of writing skills in accordance with the indicators in the Tarigan theory in Indonesian language learning. In addition to improving writing skills, students are able to be active in learning and creative thinking. Proving this strategy has a positive impact on students to be more confident in themselves.

Keywords: Multiple Intelligence Strategies, Writing Skills, Elementary School.

INTRODUCTION

Language skills play a fundamental role in human life as a means of communication, both verbally and in writing [1]. In Indonesia, the diversity of regional languages that reach hundreds of varieties makes Indonesian the main instrument of unifying the nation, as stipulated in Law Number 24 of 2009. In the realm of education, Indonesian is designated as a compulsory subject at all levels of formal education [2]. Nevertheless, the issue of literacy is still a serious challenge in the national education system. Based on the results of the 2022 Programme for International Student Assessment (PISA) survey, Indonesia occupies the 66th position out of 81 countries, which shows that students' literacy achievement is still low, especially in writing skills which is one of the important indicators in language mastery [3].

The low writing ability of students was also identified in basic education units, as happened at SDN 1 Watubelah. The results of observations and interviews on February 20, 2025 showed that grade III students had a high interest in oral language activities, but showed difficulties in translating these ideas and experiences into written form. This is due to the dominance of conventional learning approaches that are one-way and do not involve creative and interactive aspects [4]. Another case study in research [5] as a result of conventional learning can limit opportunities for students to explore and develop their creative potential. Msks, in this case, the learning process becomes less effective in developing students' writing skills comprehensively [6]. In accordance with these problems, the results of writing skills of students in grade III got an average score of 67.83.

In order to answer these problems, a learning strategy is needed that is able to adapt to the diversity of students' learning styles and create a meaningful learning process. The

multiple intelligence strategy introduced by Howard Gardner offers a holistic approach through the optimization of the eight basic intelligences that each individual possesses [7]. Researchers [8] reveal this multiple intelligence strategy as an answer to problems related to learning. This approach is believed to be able to facilitate the development of writing skills through The compound intelligence strategy introduced by Howard Gardner offers a holistic approach through the optimization of the eight basic intelligences that each individual possesses [7] intelligence pathways such as linguistic, spatial, musical, kinesthetic, interpersonal, and others [8]. Although it has been extensively researched in the context of education in general, in-depth studies related to the implementation of this strategy on writing skills at the elementary school level, especially in the lower grades, are still limited. Therefore, this study aims to analyze learning practices based on multiple intelligence strategies in improving the writing skills of grade III students at SDN 1 Watubelah, as an innovative contribution in the development of contextual learning models that are applicable to basic education.

MATERIAL AND METHODS

This research uses a qualitative approach with a case study type. This approach was chosen because it allows researchers to explore in depth learning practices and students' responses to compound intelligence strategies in a natural context in the classroom. Case studies are used when the focus of research is directed to a phenomenon that is contextual in nature and requires a comprehensive understanding of the processes and outcomes that occur in a particular subject [9]. The researcher seeks to capture students' learning experiences directly and thoroughly through their interactions, behaviors, and responses to the learning strategies applied. This research was carried out at SDN 1 Watubelah, Sumber District, Cirebon Regency, West Java Province. Siwa class III which totals 32 students as a sample in implementing Multiple Intelligence learning strategies. The selection of this class was carried out purposively because researchers have identified the problem of low writing skills [9]. In addition, classroom teachers are willing to cooperate and the class has shown openness to learning innovation. Additional information was also obtained from classroom teachers as supporting informants.

Before the intervention was carried out, the researcher carried out an initial diagnostic assessment to map the Multiple Intelligence profile of students based on Howard Gardner's theory. This initial data is used as a basis for developing learning strategies that are tailored to the characteristics of students. Furthermore, the multiple intelligence strategy was applied during six meetings in the Indonesian subject on the topic "Me and the Red One". During the learning process, the researcher conducts direct observation and documentation of student activities. After the entire meeting was over, an open interview was conducted with several students to obtain data on their responses to the learning experience and perceived changes, particularly in writing skills. All of these procedures are carried out taking into account the ethical principles of research. The researcher asked for official permission from the school and conveyed the purpose and objectives of the research to teachers and students. Verbal consent from students and teachers is obtained prior to interviews and documentation. All students' personal data is kept confidential and is only used for academic purposes.

Three main types of instruments are used for data collection in this study including observation, interviews and documentation. The data analysis technique is carried out through three stages according to the Miles and Huberman model, namely Data Reduction, Data Presentation, Verification or Conclusion Drawing [10]. This triangulation approach strengthens the validity of findings and avoids bias from a single data source as well as literacy studies to validate interventions.

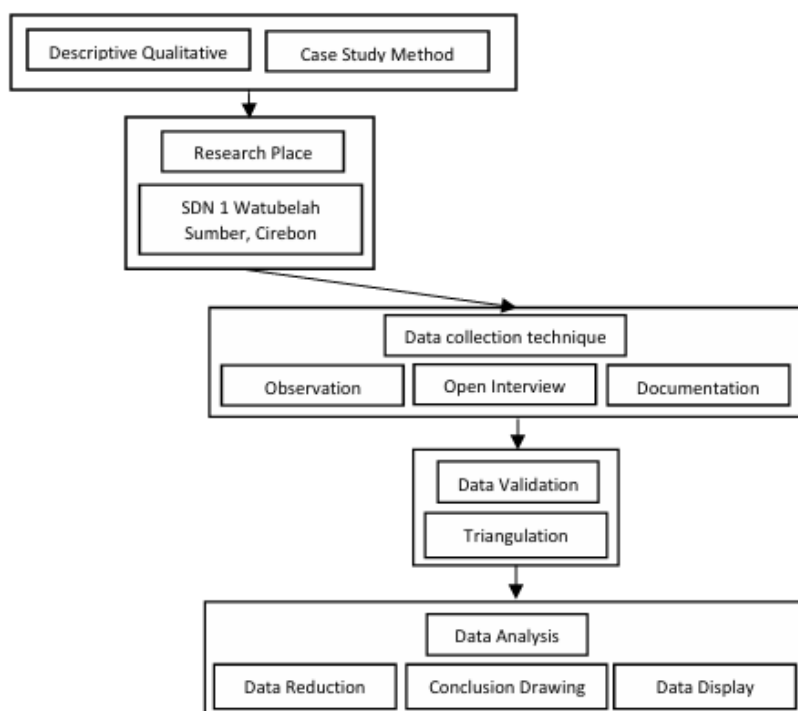


Figure 1. Flowchart of the Research Carried out

RESULTS AND DISCUSSION

This study aims to examine the effectiveness of the application of Multiple Intelligences learning strategies on improving the writing skills of grade III A SD Negeri 1 Watubelah students in Indonesian lessons with the material "Aku dan Si Merah". The application of strategies as a tool to help students understand lessons during classroom activities by [11]. This strategy is taken from [12] in his book *Frames of Mind: The Theory of Multiple Intelligences*, explaining that human intelligence is not singular, but consists of eight relatively independent intelligences, namely: linguistic, logical-mathematical, musical, bodily-kinesthetic, visual-spatial, interpersonal, intrapersonal, and naturalist. Gardner emphasizes that every child has a unique intelligence profile, so effective education must be able to accommodate this diversity. This theory provides a strong framework for understanding that writing skills are not only related to linguistic intelligence, but can also be enriched through the support of other intelligences, for example intrapersonal intelligence (for self-reflection) and interpersonal intelligence (for collaboration). Meanwhile, international research on foreign language writing skills by Keller et al. (2024) confirms that writing ability consists of three main dimensions: language quality, content, and structure. This research explores 8 potential students' intelligence in optimizing abilities that can be expressed through writing.

Sudents' Initial Conditions Before Implementing the Multiple Intelligence Strategy

Preliminary results show that most students have difficulty in expressing ideas in writing, even though verbally they are able to express personal experiences well. Initial observations showed that students felt bored when participating in Indonesian learning. This is reflected in the results of their writings which show low sentence structure, inaccurate use of punctuation, and inappropriate vocabulary selection. Sentence structure often doesn't meet the Subject-Predicate-Object pattern that should be used.

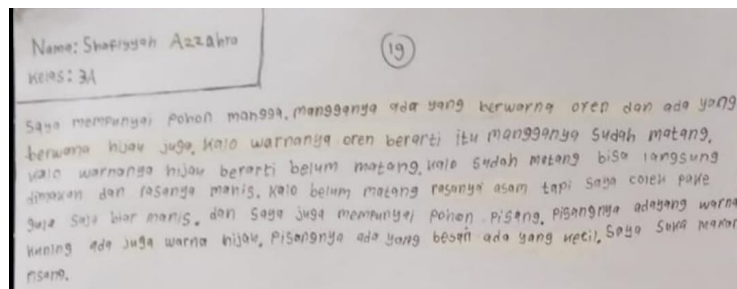


Figure 2. Example of Student Samples Before Implementing MI Strategy

Based on the writing results of several students shown in Figure 2, it appears that their writing is presented quite clearly. However, in general, students' writing skills are still relatively low, particularly in constructing sentences that are structured according to the elements of subject, predicate, and object. Errors were also found in the use of punctuation, particularly periods that were not placed correctly. In terms of vocabulary, some students did not use Indonesian correctly, for example, using the word "Kalo" when it should be replaced with "Jika." Furthermore, students were inconsistent in their use of capital letters, especially at the beginning of sentences. Quantitatively, the assessment of writing skills showed that the average learning outcomes of 32 students remained in the low category.

This finding aligns with [13], who stated that writing is a complex productive skill, as it requires not only the ability to express ideas in writing but also mastery of mechanical aspects such as spelling, punctuation, vocabulary, and sentence structure. Students' difficulties in constructing sentences that comply with SOP rules, as well as errors in capitalization and punctuation, indicate that their mechanical writing skills have not yet developed optimally. Furthermore, research by [14] shows that the development of writing skills in students consists of three main dimensions, namely language quality, content, and structure.

Table 1. Student Scores Before Implementing MI Strategy

Writing Ability	Average
Writing Multiple Sentences	9,6
Using SPOK Correctly	6,4
Writing with Clear Letters	8,9
Capitalizing Correctly	4,9
Using Punctuation Marks Correctly	5,6
Writing with PUEBI Guidelines Correctly	5
Writing by Choosing Words	5

Before being given the application of the Multiple Intelligences strategy, students' writing skills were still relatively low in several important aspects. The highest average was found

in the ability to write several sentences (9.6) and write with clear letters (8.9), which showed that students were able to express ideas in a simple and legible manner. However, other linguistic aspects such as the correct use of SPOK (6.4), punctuation points (5.6), capital letters (4.9), word selection (5), and the application of PUEBI rules (5) show significant weaknesses. This data shows that students need a more varied learning approach that is in accordance with individual potential, such as learning strategies based on Multiple Intelligences.

These results align with research by [15], which found that writing difficulties in elementary school students often manifest in illegible handwriting, the use of reversed letters, missing letters, unstable spacing between words, and incorrect sitting postures. These factors are not only cognitive but also influenced by low learning motivation, minimal parental support, and a lack of variety in teaching methods used by teachers. This condition indicates that weak mechanical and linguistic aspects of writing are common problems faced by elementary school students, thus requiring innovative learning strategies that can adapt to the learning needs of each individual.

Preparation for the Implementation of Multiple Intelligence Learning Strategies

As a first step in the intervention, the researcher conducted a diagnostic assessment of multiple intelligence based on Gardner's theory. The results showed that most students had a dominant tendency to kinesthetic, musical, and spatial intelligence, while linguistic intelligence, which is the focus of writing development, was still relatively weak. MI's learning strategy was then applied in six meetings. Each meeting is designed to involve different types of intelligence so that the full potential of students is facilitated.

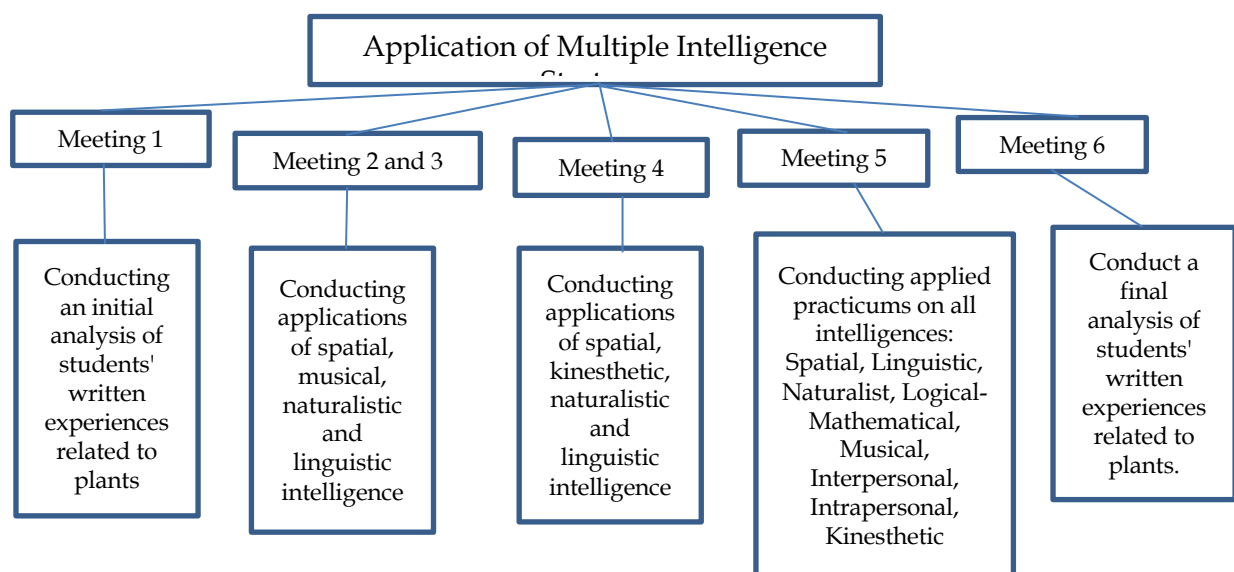


Figure 3. Flowchart Planning for Implementing MI Strategies

The first meeting was focused on measuring the initial ability to write personal experiences related to plants. In the second and third meetings, students were given stimulus in the form of pictures and videos as a means of activating spatial and musical intelligence. This medium is used to stimulate ideas and imagination before they write down personal experiences. The fourth meeting was focused on observation of the surrounding environment, where students were invited to observe plants in the school. These activities are designed to develop naturalistic and kinesthetic intelligence, as well as strengthen real-

life experiences connections with writing skills. In the fifth meeting, students carried out the practice of planting green beans and corn. This practicum activity includes various intelligences at once, such as logical-mathematical (calculating planting distance), interpersonal (group work), and existential (reflection on plant benefits). The last meeting, the sixth meeting, was used to evaluate students' final writing skills after undergoing all stages of MI-based learning. Students were asked to rewrite personal experiences related to plants using inspiration from previous practices.

Implementation of Multiple Intelligence learning strategy strategy

Each encounter in this intervention is designed to accommodate a different type of intelligence. For example, the use of images and video as visual and auditory stimuli involves spatial and musical intelligence. This provides the view that the activation of non-linguistic intelligence before writing activities can strengthen cognitive processes in building ideas, imagination, and organizing the content of writing. At this stage, students show an increase in willingness to write, as the pre-writing process is associated with visual and auditory activities making learning very interesting.

The next meeting involving plant observation and planting practices provides space for the development of naturalistic, kinesthetic, and logical-mathematical intelligence. Physical involvement and hands-on experience in learning can deepen students' meaning and memory of the material. Direct observation of plants not only enriches students' vocabulary and knowledge, but also stimulates contextual understanding, which is ultimately reflected in the quality of their writing.

The application of group work and discussion in planting practices involves interpersonal intelligence, while reflection activities on the benefits of plants activate intrapersonal and existential intelligence. The importance of the affective dimension in learning, where self-understanding (intrapersonal) and social relationships (interpersonal) play an important role in forming a positive learning attitude. Through collaborative and reflective work, students not only write based on information, but internalize experiences as part of the meaningful learning process.

Final Conditions After Implementing the Multiple Intelligence Strategy

After the implementation of the Multiple Intelligences (MI) based learning strategy, there was a significant improvement in all aspects of students' writing skills. This is reflected in the average value that increases consistently on each indicator.

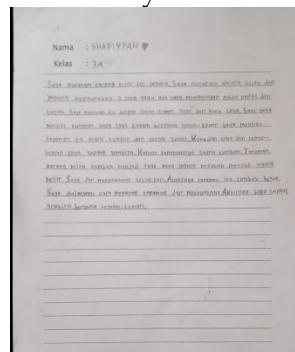


Figure 4. Example of Student Samples After Implementing MI Strategy

The results after implementing the learning strategy, as shown in Figure 2, show an improvement in students' writing skills. Students were able to produce more sentences

than before, with broader thinking and more structured composition. Improvements were evident in the use of more systematic sentences, correct punctuation, consistent use of capital letters according to rules, and more correct and contextual vocabulary selection. This improvement was also reflected in the average quantity assessment, which showed better results compared to the initial condition.

Table 2. Student Scores After Implementing MI Strategy

Writing Ability	Average
Writing Multiple Sentences	9,9
Using SPOK Correctly	8,9
Writing with Clear Letters	10
Capitalizing Correctly	9,6
Using Punctuation Marks Correctly	9,3
Writing with PUEBI Guidelines Correctly	8,6
Writing by Choosing Words	8,8

After applying the Multiple Intelligences strategy, students' writing skills have improved significantly in all aspects. The highest average was seen in writing with clear letters (10), writing multiple sentences (9.9), and capitalizing correctly (9.6). In addition, linguistic aspects such as the use of SPOK (8.9), punctuation marks (9.3), correct word selection (8.8), and the use of PUEBI (8.6) also showed noticeable improvements.

These findings are supported by research by [16], which emphasized that early writing skills in elementary school can be improved through the application of various creative strategies. For example, picture-based writing methods have been shown to enhance creativity and help students organize words into simple sentences. Playing-based writing training also increases student interest and makes the writing process more enjoyable. Furthermore, developing writing skills through short stories can train students to choose the right words and construct a good narrative structure. This improvement reflects the effectiveness of the Multiple Intelligences strategy in developing students' writing skills comprehensively and in accordance with each individual's intelligence potential. Therefore, the data on student score improvements are consistent with previous research, which states that writing learning utilizing different approaches (visual, kinesthetic, narrative, and collaborative) has been shown to improve writing skills in both technical and content aspects.

Students' Responses After Implementing the Multiple Intelligence Learning Strategy

Based on the results of observations and light interviews conducted after learning, the majority of students stated that learning activities became more fun, varied, and not boring compared to the previous conventional methods. The active involvement of students in various activities such as observing plants, planting, group discussions, as well as watching videos or listening to songs related to the material, especially gives them space to learn according to their respective intellectual potentials through experience.

Students who have a predisposition to kinesthetic intelligence express pleasure because they can be directly involved in physical activities such as planting practices and environmental observation. Students with musical intelligence enjoy the learning process that involves the elements of sound and song, which helps them remember information more easily. Meanwhile, students who are dominant in visual spatial intelligence find it easier to pour out writing ideas after getting stimulus in the form of interesting images and videos. These activities have been proven to be able to stimulate students' imagination and

creativity, so that they are more enthusiastic in writing.

Some students who initially lacked confidence in writing began to show increased motivation and courage in expressing ideas through writing. They admitted that the varied learning approach made it easier for them to understand the material and find inspiration in writing. Overall, the implementation of the Multiple Intelligences strategy not only improves students' writing skills, but also provides a meaningful, enjoyable, and appropriate learning experience that suits the individual characteristics of the students.

Shattering and Inhibiting Factors

The application of the Multiple Intelligences strategy in Indonesian learning has received support from various aspects. One of the main supporting factors is the diversity of intelligence potentials that students have, such as kinesthetic, musical, and spatial intelligence, which is the basis for designing interesting and varied learning activities. In addition, the use of learning media such as pictures, videos, songs, and hands-on practice also increases student engagement and helps them understand the material more easily. Teachers also play a big role as creative and responsive facilitators in directing learning according to the needs of students. Real activities associated with daily life, such as planting and observing the environment, make learning more meaningful and contextual.

However, in its implementation, this strategy also faces several obstacles. Time constraints are a major obstacle because each activity requires a fairly long process, from prewriting to evaluation. In addition, not all students have strong linguistic intelligence, so special guidance is still needed for some students to compose sentences correctly. On the other hand, the limited school facilities and practical equipment are also a challenge in itself, especially to support activities based on multiple intelligence. Classroom management is also an aspect that needs attention, considering that group activities and practices outside the classroom can cause dynamics that need to be controlled properly.

Discussion

The Multiple Intelligences (MI) strategy was introduced by Howard Gardner as an educational approach that values the diversity of human intelligence. This concept rejects the traditional notion that intelligence is concerned only with logical or verbal abilities, and instead recognizes that there are various forms of intelligence such as kinesthetic, musical, spatial, interpersonal, intrapersonal, naturalist, and others Gardner in [17]. This approach is the basis for creating inclusive and adaptive learning, especially at the elementary school level. Before the MI intervention was implemented, the majority of students had difficulty writing even though they were able to express themselves orally. These difficulties arise in terms of the structure of SPOK, the use of punctuation, vocabulary selection, and the implementation of PUEBI. This phenomenon was also found in a study [18] which stated that students' low writing ability is often caused by learning that does not accommodate the variation of students' learning styles.

In the initial meeting, students were invited to write about their personal experiences after watching a plant-themed video. According to [19], visual and auditory stimuli are highly effective in building students' imagination and writing ideas because they both stimulate the brain's creative centers. This is evident in the increase in students' interest in writing after going through this stage. Observation activities of the environment around the school deepen students' contextual understanding. Students are invited to get to know firsthand the types of plants and their characteristics. This activity stimulates the

naturalist's intelligence while adding vocabulary and ideas.

Visual and auditory stimuli are very effective in building students' imagination and writing ideas because they both stimulate the creative center of the writing brain. In this context, as stated by [20], "nature-based learning and direct experience are able to strengthen cognitive concepts and affective values in a single learning activity".

The practice of planting mung beans and corn is an integration medium for several intelligences at once: kinesthetic (movement), logical-mathematical (measuring planting distance), interpersonal (group cooperation), and existential (reflection of plant benefits). This approach forms a learning experience that is complete, contextual, and emotionally touching to students. Collaborative activities such as group work allow for the development of interpersonal intelligence. Students learn to discuss, share ideas, and listen. On the other hand, reflection on the benefits of planting activities encourages the activation of intrapersonal and existential intelligence. These two aspects have proven to be important in shaping students' intrinsic motivation for writing activities. Once the MI strategy was implemented, a significant improvement occurred in all aspects of writing skills. The most noticeable improvements occurred in the structure of the SPOK, punctuation, word selection, and capital writing. The average score that was previously below 6.0 increased to above 8.5. These findings are in line with research [17] which states that MI strategies have been shown to be effective in improving students' learning outcomes and creativity

In addition, students show high enthusiasm for writing activities. They find learning more engaging because it involves physical and visual activities that match their interests. In the study [21], it was stated that: "Students learn more effectively when instruction is tailored to their dominant intelligences". The benefits of MI strategies are not only felt in the cognitive domain, but also affectively and socially. Students become more confident, not afraid of making mistakes, and motivated to learn. This is reinforced by [8] which states that MI can build confidence and reduce students' fears in writing. It is important to note that the effectiveness of MI strategies is also influenced by the creativity and skills of teachers in designing activities. Researchers [17] say that the MI approach requires teachers to be facilitators who are sensitive to students' learning characteristics and are able to design flexible but targeted learning

In this case, the use of media such as videos, songs, and images play a crucial role in the success of the strategy. This approach is in line with [21] which states that multisensory experiences enrich the pre-writing process and help students better organize ideas. Another study [22] found that visual-auditory media helps students develop cognitive and affective skills simultaneously, especially in the early process of writing. Some of the challenges encountered during the implementation include limited time and school facilities. Practical activities require good time management and adequate space. This is in line with [23], that the success of MI requires the support of a structured and collaborative learning environment.

MI strategies are also effective in encouraging students' social-emotional development. Learning that involves group work and reflection is able to build empathy, responsibility, and a sense of belonging to the learning process. In [24], it was stated that MI-based learning can create class cohesion and strengthen positive interactions between students. This approach not only improves the quality of students' writing, but also makes them more aware of the learning process itself. By combining physical, visual, logical, and reflective activities, students can see that writing is not just an academic task, but part of a meaningful life experience. One of the successes of MI's strategy is to create a fun learning

environment. Students don't just sit and listen, but actively move, discuss, and create. According to the results of the study. Students don't just sit and listen to [23], strategies that involve a variety of activities are able to maintain students' focus and improve their learning endurance.

However, there are some obstacles that in developing learning materials that include a wide range of intelligences require additional time, creativity, and resources, which are often not optimally available in elementary schools according to Craig in [25]. Teachers are often not equipped with specific training to understand and implement Ferrero's MI approach effectively [25]. A dense, exam-oriented curriculum tends to ignore non-academic intelligences, such as musical, kinesthetic, and naturalistic, thus hindering the implementation of a complete MI [25].

Overall, Students with good literacy tend to have higher problem-solving abilities, conversely low literacy is associated with weak problem-solving abilities. the implementation of the Multiple Intelligences strategy in Indonesian language learning has been proven to have a broad positive impact, both in improving writing skills and in developing students' character. This strategy opens up metacognitive skills that are very important so that students are able to "learn how to learn" [26]. Furthermore, this learning strategy is more humane, fair, and enjoyable, because it treats each student as a unique individual with different potential. Thus, the MI approach can be a model for future learning, especially in elementary schools, which is the foundation for character formation and students' basic competencies. The success of this strategy can be extended to various subjects, while still considering the diversity of intelligence and individual needs of students. The implication is that teachers need to be provided with ongoing training and supported by flexible and collaborative school policies.

CONCLUSION

.This study proves that Multiple Intelligences (MI)-based learning strategies are effective in improving the writing skills of grade III elementary school students. Based on Gardner's theory, each individual has a different intelligence profile and learning will be more effective if adjusted to the dominance of that intelligence. In this study, the majority of students showed a tendency to kinesthetic, musical, and spatial intelligence, rather than linguistics. Through the integration of various activities involving intelligence, there is a significant increase in the structure, vocabulary, and motivation of students to write. This research makes a theoretical contribution by strengthening the validity of Gardner's theory in the context of literacy learning in elementary schools. Practically, this study offers an MI-based thematic learning model that can be an alternative in improving students' writing skills, especially at the basic education level. Further research can expand the focus on other language skills such as speaking and reading with MI strategies, as well as involve different grade levels to test the generalization of findings.

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