

Fostering Multiple Intelligences in Elementary Schools: Harnessing Independent Curriculum-Based Learning in Elementary Schools

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Abstract

This study investigates multiple intelligence learning strategies within the context of independent curriculum-based learning (ICBL) in elementary schools. The case study qualitative research method was employed at SD Islam Nusantara, involving first-grade and fourth-grade teachers. Interviews and document analysis were utilized as data collection techniques. The gathered data was analyzed using Miles, Huberman, and Saldana's interactive model, encompassing data condensation, data display, and data drawing. The findings of the study reveal that ICBL has the potential to enhance students' multiple intelligences. The ICBL process fosters improvements in linguistic intelligence, mathematical-logical intelligence, and interpersonal intelligence. Additionally, the project aimed at strengthening the profile of Pancasila students (P5) demonstrates positive effects on existential intelligence, musical intelligence, interpersonal intelligence, naturalist intelligence, and visual-spatial intelligence.

Keywords: Elementary schools, independent curriculum-based learning (ICBL), multiple intelligences

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Introduction

Education is a milestone in the progress of the nation. Creating a developed nation is certainly something that every country in the world wants to achieve. The progress or failure of a nation can be seen from its education system. For this reason, Indonesia as a developing country continues to innovate in education. One of the innovations that continues to be carried out in the world of education is curriculum development. With innovation in the form of curriculum development in education, learning can run smoothly, conductively, effectively and in accordance with the times.

Education in Indonesia has experienced a long journey starting from the colonial period to the present. The government has made all efforts and innovations in education, one of which is the development of a curriculum to be able to educate the nation's life, as contained in the preamble to the 1945 Constitution. Education in Indonesia is a shared responsibility between family, community and state. For this reason, innovation in the form of curriculum development continues to be carried out in order to obtain a situation and conditions that are conducive to learning by adjusting the needs and interests of students or students.

One of the innovations in curriculum development in education is the design of a suitable strategy to support a quality, conducive and effective learning process. Various learning strategies have been carried out to achieve a national education goal, one of which is the Multiple Intelligence learning strategy. Multiple Intelligences or multiple intelligences from Howard Gardner states that there are no humans who are not intelligent, but each human has a different way of showing intelligence or ability (Gardner, 2003). This theory states that multiple intelligences are an assessment that looks descriptively at how individuals use their intelligence to solve problems and produce things.

Intelligence itself is the highest ability possessed by humans. Gardner devised a definite basic criterion for each intelligence as a differentiator as well as an introduction to the talents or potentials possessed by humans. Gardner explained that there are nine aspects of intelligence, namely linguistic intelligence, mathematical logic intelligence, spatial visual intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence (Gardner, 2003).

Of these nine multiple intelligences, students can have different levels and portions, each of which is different from one another. Sometimes these multiple intelligences do not stand alone, but sometimes mixed with other intelligences. In other words, stimulation of one intelligence will stimulate the intelligence of another. For example, in solving mathematical multiplication problems, students not only use mathematical logic intelligence with a series of numbers, but these students are easier when solving the problem with their linguistic intelligence where the problem is given in the form of an easier or more understandable story.

The reality is that although each student has different intelligence, in practice it is found that some educational institutions in Indonesia are still focused and only place students on their intellectual qualities. In a sense, the world of education is still concerned with aspects of obtaining values and brain abilities of students rather than diving into the abilities or peculiarities possessed by each individual. So that students can be said to be masterful or intelligent if they get an IQ test with a high score (Sukitman, n.d.). As a result, some students experience learning lag, because there is no proper stimulation for them to learn according to their interests, talents and needs.

In line with this, an appropriate curriculum is needed to occupy an important position in the world of education so that it can achieve maximum learning targets. Without the right curriculum, students will not get the appropriate learning targets. For this reason, the independent curriculum is present as one of the independent learning programs to improve the

quality of learning by having advantages compared to the previous curriculum, which is more relevant and interactive (Albar & Mastiah, 2022). As the name implies, namely independence, this curriculum is expected to be able to provide a learning process by paying attention to the characteristics or peculiarities possessed by each individual while developing their competencies.

The independent learning policy is not only to provide solutions to educational gaps that have occurred, but also as an acceleration in achieving the national goal of education, namely improving the quality of Indonesian human resources who have advantages and competitiveness compared to other countries (Khoirurrijal et al., 2022). Freedom of learning is a concept that provides opportunities for education to innovate in exploring the characteristics and potentials possessed by each individual from students. This is a must for educators to know the intelligence of each individual student. After knowing the intelligence of each individual student, it becomes a benchmark in implementing an effective learning process while maintaining and classifying every intelligence possessed by these students. So that there will be no more restraint on the intelligence of students who are only determined from one or two intelligences.

Joni Albar and Mastiah (2022) in their research stated that the application of an independent curriculum can have a significant impact on the intelligence of students, such as interpersonal intelligence. The conclusion of this study states that the application of an independent curriculum by optimizing the ability of teachers in the learning process can have a significant impact on the concept of independent learning. The independent curriculum or independent learning has an interaction with multiple intelligences, one of which is interpersonal intelligence. and simplification of goals and student-centered learning processes can improve students' interpersonal intelligence. In line with this, Ernita and Wahidah Fitriani (2022) stated that the concept of independent learning in addition to having relevance to multiple intelligences also has relevance to the Spiritual Quotient, and Adversity Quotient.

Based on the research above, researchers are interested in reviewing Multiple Intelligence learning strategies in the independent curriculum learning process. Recent research found an opinion stating that the presence of an independent curriculum as a means of implementing Multiple Intelligence strategies or multiple intelligences. If in the previous curriculum not a few students in Indonesia have not been able to adjust their intelligence, such as found difficulties understanding simple reading or applying basic mathematical concepts. The independent curriculum launched by the ministry of education and culture is here to answer these problems. Freedom of learning is considered capable of implementing Multiple Intelligence learning strategies. This research focuses on how the Multiple Intelligence learning strategy in the independent curriculum-based learning process in elementary schools.

In the implementation of learning, a learning strategy is needed. Linguistically, strategy can be interpreted as a strategy or a way. Meanwhile, in terms of strategy, it is interpreted as an outline of the direction in acting to achieve predetermined goals (Sutikno, 2021). While learning strategies are learning activities, both in the form of stages and learning subjects used by teachers in order to help their students to achieve learning goals effectively and efficiently.

Learning strategies are important in the process of delivering learning materials to students in the world of education. Even so, each learning strategy certainly has different advantages and disadvantages. Certain learning strategies are not necessarily appropriate to use in achieving learning objectives in other fields (Budiana et al., 2022). For this reason, there is no learning strategy that is considered the best unless the method is appropriate and in accordance with the conditions of each school.

One learning strategy that is able to embrace the uniqueness of each individual is the Multiple Intelligence learning strategy or multiple intelligences discovered by Howard Gardner (Suparno, 2004: 17). Intelligence according to Gardner is an ability to solve problems and produce products in various settings and in real situations (Gardner, 2003).

Among students there are various levels of intelligence, multiple intelligences, and from different intelligences between individuals, it then makes a learning activity more involving students' feeling. To achieve effective learning goals and keep paying attention to every interest and talent of students, an independent learning is needed. Independent learning is learning that focuses on developing the potential possessed in accordance with the talents and interests of students, because each individual certainly has different abilities. To mark the abilities of each individual student, it can be grouped according to the intelligence they have.

The multiple intelligences are divided into nine types of intelligence, namely, first, Verbal-Linguistic Intelligence, or better known as intelligence in language, is a person's ability to use language properly and correctly in oral and written form. People who have verbal-linguistic intelligence have a tendency to excellent receptive, auditory and verbal productive skills.

Second, Logical-Mathematical Intelligence, which is the intelligence that a person has in terms of using numbers and logic effectively. A person who has logical-mathematical intelligence will be very easy in making classifications and categorizations in thinking and in ways of working. Another ability that characterizes this intelligence is the ability to think of abstract systems such as mathematics and philosophy.

Third, visual-spatial intelligence or space intelligence is an ability to capture the world of visual space precisely. A person who has space intelligence, can recognize the shape of an object quickly and precisely, make changes in an object in his mind and recognize these changes, describe a shape or object in his mind and change it in real form, and express data in graphic form. In addition, people who have this intelligence also have sensitivity to balance, relationships, colors, lines, shapes, and space.

Musical intelligence is the ability to develop, express and enjoy musical forms and sounds. A person who has musical intelligence can recognize tone patterns, high and low notes, melodies, and rhythms. In addition, people who have this intelligence also have sensitivity in capturing aspects of sound and music deeply or with feeling.

Fifth, Kinesthetic intelligence is the ability to use the body or gestures in expressing ideas and feelings. Kinesthetic intelligence includes intelligence or skills in coordination and flexibility of the body. Someone who has this intelligence will easily express or express themselves with gestures through dance, drama, and sports.

Sixth Interperson intelligence, namely the ability to understand and be sensitive to the feelings, dispositions, and temperaments of others. A person who has interpersonal intelligence has sensitivity to the expressions, voices, and cues of others. People with this intelligence will easily cooperate and communicate with others.

Seventh Intrapersonal intelligence, which is the ability to know oneself and act adaptively based on self-knowledge. A person who has intrapersonal intelligence will have a good level of concentration and can express their different feelings in a calmer way.

Eighth Naturalist intelligence, namely the ability to categorize species or flora and fauna, recognize the existence of species, and map relationships between species. People who have this intelligence have sensitivity to natural phenomena, perceive the forms of natural phenomena and relate natural elements.

Existential intelligence or the ability to understand abstract questions is related to the existence, meaning, and purpose of life. A person possessing this intelligence has a strong

desire to explore philosophical questions and seek answers to questions about the nature of human existence.

The independent curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. In the independent curriculum, teachers are given flexibility in choosing various teaching devices, so that learning is expected to run according to the needs and interests of students.

The independent curriculum has three main characteristics in learning. The three characteristics are first, project-based learning to develop soft skills and character according to the Pancasila student profile. Second, learning focuses on essential materials so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy. And third, is flexibility for teachers in conducting differentiated learning according to the abilities of students and making adjustments to local contexts and content.

Method

This study employs a qualitative research method with a case study approach. A case study involves an in-depth exploration of a bounded system, in this case, the implementation of Multiple Intelligence learning strategies within the independent curriculum-based learning process at SD Islam Nusantara Kota Pekalongan. This method is well-suited for examining complex phenomena within a specific context, allowing for a rich understanding of the experiences and perspectives of those involved.

Research Site

The research site is SD Islam Nusantara Kota Pekalongan, located on Jalan Sriwijaya No. 2. This school was selected due to its reputation for implementing innovative teaching approaches, including the independent curriculum and Multiple Intelligence learning strategies.

Research Subjects

The research subjects are teachers from the first and fourth grades of SD Islam Nusantara who have implemented Multiple Intelligence learning strategies in the independent curriculum-based learning process. These teachers were selected based on their experience and expertise in using these strategies.

Data Collection Techniques

Two primary data collection techniques were employed in this study: interviews and observations. Semi-structured interviews were conducted with the selected teachers to gather in-depth information about their experiences and perspectives on implementing Multiple Intelligence learning strategies in the independent curriculum-based learning process. Classroom observations were conducted to observe the implementation of Multiple Intelligence learning strategies in the first and fourth grades. These observations provided valuable insights into the classroom environment, teacher-student interactions, and student engagement.

Data Analysis Technique

Data analysis was conducted using the interactive analysis model of Miles, Huberman, and Saldana. This model involves three main stages: (1) Data condensation: This stage involves reducing the raw data into more manageable chunks by identifying key themes, patterns, and relationships. (2) Data display: This stage involves organizing the condensed data into matrices, charts, or other visual representations to facilitate further analysis and interpretation. (3) Conclusions drawing: This stage involves drawing conclusions from the analyzed data, addressing the research questions, and contributing to the existing body of knowledge.

By employing this rigorous data analysis process, the researchers were able to gain a comprehensive understanding of the implementation of Multiple Intelligence learning strategies in the independent curriculum-based learning process at SD Islam Nusantara Kota Pekalongan.

Results and Discussion

Implementation of learning using multiple intelligence strategy in the development of the Merdeka curriculum at SD Islam Nusantara

This research was conducted in grades 1 and 4 who already used the independent curriculum. The independent curriculum will be implemented in the 2022-2023 academic year. In practice, independent learning or independent curriculum involves many multiple intelligences. The involvement of multiple intelligences in the independent curriculum is certainly in accordance with its purpose, which is to train the independence in thinking of students in accordance with their interests and talents (Khoirurrijal et al., 2022). By developing a multiple intelligence curriculum, slowly but surely shortened learning (Merdeka Belajar) will be realized and educational outcomes in the future will increase, both intellectually, emotionally and spiritually.

Initial assessment

One of the characteristics of the implementation of independent curriculum-based learning is the initial assessment. The initial assessment is carried out to determine the comprehension or cognitive ability of students. In addition, the initial assessment also aims to determine the learning style of students. The existence of initial principles as a basis for studying initial conditions while ensuring the level of readiness of students. The results of the initial assessment can be used as a basis for providing follow-up in the form of appropriate treatment (intervention) and in accordance with the advantages, especially weaknesses of students.

Initial assessment can be done by paying attention to several aspects, such as cognitive and psychomotor aspects. Cognitive aspects as a measuring tool for the extent of knowledge possessed by learners. In the cognitive aspect, tests were carried out on the ability to read and speak, recognize letters, numbers, and colors and the ability to respond to all questions. Furthermore, psychomotor aspects as a measuring tool for students' skills or ability to act. The psychomotor realm is related to physical activity, so the ability to draw, jump, throw and catch is tested. In this case, the teacher gives orders as well as gives examples when jumping, throwing and catching the ball, then students can imitate what the teacher has done independently.

Initial assessment can be done by conducting tests or quizzes, or it can also be done using data that has been previously owned, such as data on the acceptance of new students or data on previous class learning outcomes. The initial assessment at SD Islam Nusantara was carried out by utilizing data that was already pre-owned, as happened in Class I and Class IV of SD Islam Nusantara. In Class I, the initial assessment is carried out by utilizing data on the acceptance of new students, this is in accordance with the explanation from WR as follows:

"We conducted the initial assessment for the tenth grade by utilizing the entrance test data during PPDB, the content of the new student admission test includes reading skills, numeracy skills, drawing skills, and the background of the students' parents".

As for the learning style of students, it is not carried out during the new student admission test as explained by WR as follows:

"If we do not hold learning styles in the entrance admission test....., we can know the learning style when we have started active learning in class....., as happened to one of the students....., at the time of the admission test it was a calm child, but it turned out that when in class could not be still, always moving continuously, tended to be hyper active".

The same thing is also applied to Grade IV SD Islam Nusantara, the initial assessment is carried out by utilizing learning achievement data in Class III, as revealed by KZ as follows:

"For the initial assessment in Class IV, we use the results of learning outcomes in Class III, learning achievement data in Class III is obtained through notes from the previous class teacher, sir, oh this child is not fluent in reading, not fluent in addition and subtraction, even for children who can multiplication there are also records, so we just have to map it for differentiation learning".

Based on the initial assessment that has been carried out, students can be grouped into three groups of students in Class I as follows:

"From the data on student acceptance, in the class we group into three groups, the first group with low ability levels are children who cannot read and write, the second group with children who can read and write but are not fluent, while the third group of children who are fluent in reading and writing even dare to express it in front of their friends" (WR).

As for Class IV, the initial assessment results from the records of Class III teachers, students are categorized into three levels as explained by KZ as follows:

"If the fourth grade is the main material, there is multiplication for maple Mathematics is the same as making paragraphs for maple Indonesian....., so from the notes of the Class III teacher I group them into three categories....., for the ability to count the first category is the highest children who can multiplication, the second group cannot multiplication, but is fluent in addition and subtraction, and the third group of children who are not fluent in addition and subtraction....., As for Indonesian the first category can make paragraphs and tell them, the second category can make three to four sentences, and the third category cannot lift sentences.

The initial assessment is carried out to obtain the results of grouping students according to the abilities of each individual. The existence of initial assessment data is used to develop differentiated learning strategies.

Learning Differentiation

After the initial diagnostic assessment on independent learning, differentiated learning is an effort to adjust the learning program by providing stimulus to provide flexibility to students to increase their potential. The results of diagnostic assessment are the first way to determine learning strategies by adjusting the intelligence of each individual. From the results of the initial diagnostic assessment can be categorized as follows:

Students in category one with weaknesses in reading and writing, such as not knowing letters, will be given a stimulus in the form of additional hours specifically reading and writing. This is as explained by WR as follows:

"If for children who cannot read and write, or who can already write but with memorization such as only being able to write their own names, then the action taken is to be put into a special class for reading and writing....., this class is held in the afternoon before school".

Furthermore, for students who can read but are not fluent, special assistance will be carried out until these students are able to read fluently.

"If for children who can read but are not fluent, then I do special assistance, I accompany to smooth reading and writing....., I drill also so that they are fluent in reading and writing" (WR).

Furthermore, for students who fall into the third category or children who are fluent in reading and writing and expressing it, they are given an additional task in the form of reading paragraphs to then answer questions based on those paragraphs as explained by WR as follows:

"If those who can read and write fluently, then they are given an additional task in the form of reading, then answering questions both express and implied questions. As for children who have the advantage of not being able to stay still or hyper, then the steps we take are to approach and accompaniment, I sound or advise constantly....., and it is proven now, the child has the ability to understand the material faster than other children by listening to explanations".

As for Class IV, the initial assessment results in mathematics skills into three categories, learning is arranged using additional material strategies and bench mate tutors as explained by KZ as follows:

"I do the differentiation learning strategy for my math skills in several ways, for children who fall into the third category or are not fluent in addition and multiplication, then I do mentor and explanation....., while for the first group that can be multiplied, I make a bench mate tutor for friends who are in the second category. Before going home, I also do quizzes to deepen understanding".

The results of the initial assessment in reading and writing skills are carried out with literacy learning strategies or how to read and write them;

"If I emphasize the ability to read and write, I emphasize to read more....., because in my class there are children who are not fluent in reading and writing and also addition and subtraction, So the strategy I take is to convey it to the parents of students and do mentoring. The goal is that there is support from both parties, both schools and families at home....., thank God now fluent in reading and writing and can add and subtract. From this mentoring, I came to know that the child has more ability in terms of drawing....., even yesterday we participated in a drawing competition to represent our school".

Formative Assessment and Summative Assessment

Formative assessment is an assessment carried out during the learning process, while summative assessment is an assessment carried out at the end of learning. Formative assessment can be grouped according to the intelligence of each individual student. Assessment is determined based on several stages in the development of students, such as undeveloped, starting to develop, having developed to become very developed. Students are considered undeveloped if there has not been or has not been a change in values or attitudes from the first initial diagnostic assessment to the implementation of formative and summative assessments. This process will continue to be developed until students are at a very developed stage by not imposing the abilities of students and still adjusting the talents of each individual student. This is as explained by KZ as follows:

"For assessment as in general, which consists of formative and summative, Formative assessment to measure the achievement of learning objectives to improve the learning process, while the summative assessment will later become a record for the next class, as well as initial assessment material in the next class. Like I took a record of the achievements of the Class III summative assessment for me to make the initial assessment material for Class IV".

Pancasila Student Profile Strengthening Project (P5)

The project to strengthen the profile of Pancasila students is carried out at the end of each semester. For phase A and phase B, the Pancasila student profile strengthening project is carried out twice a year, with different themes and dimensions. In the first semester, SD Islam Nusantara carried out the P5 theme by focusing on the values of local wisdom by introducing various Islamic cultures. This is in accordance with the title carried out in the project to strengthen the profile of Pancasila students, namely *Ragam Islam Budayaku*. The activities in the P5 project for the first grade by getting to know the art of calligraphy khot and lalaran *nadhom aqidatul awam* as explained by GM as follows:

"for the first grade, the P5 project is carried out with the introduction of the art of calligraphy, children are taught to write calligraphy, in addition, children also perform lalaran or murajaah nadhom aqidatul awam and witnessed by all parents and invited guests".

As for the fourth grade P5 project by making a daily guidebook prayer book by children, "for the fourth grade, the project makes a book containing daily hadith, wirid prayer, tahlil along with prayers, and practiced in front of parents and invited guests"

The next project carried out in the second semester introduced entrepreneurial values by introducing the variety of batik in Indonesia, especially Pekolangan. The title carried in the second project is *Kreativitasku Ciri Kotaku*.

"for the second theme, the P5 project is carried out by making batik with colet techniques for the first class, and batik with eco-print and jumputan techniques for the fourth grade" (LM).

An independent curriculum serves as a comprehensive framework capable of encompassing all facets of multiple intelligences. Through its systematic classification process, the independent curriculum initiates an essential assessment, providing tangible evidence of the integration of Multiple Intelligence learning strategies. The development of an independent curriculum signifies a deliberate exploration and enhancement of each student's intelligence. Consequently, this curriculum can effectively address all dimensions of multiple intelligences, optimizing and activating cognitive prowess in alignment with individual intellectual strengths.

The synergy between freedom of learning and Multiple Intelligence is evident in independent learning practices, demanding a deeper understanding of students' diverse intelligences by educators. This understanding is fundamental for the creation of efficient and effective learning environments. The correlation is supported by the perspective of Joni Albar and Mastiah (2022), who assert that the implementation of an independent curriculum significantly impacts students' intelligence, particularly in areas such as interpersonal intelligence.

Following the initial diagnostic assessment, the subsequent step involves differentiated learning tailored to individual students based on their unique strengths and weaknesses. This targeted approach ensures that learning is precisely aligned with students' needs and helps them comprehend their optimal learning positions. The existence of initial diagnostic assessments and differentiated learning serves as concrete evidence reinforcing the interconnection between Multiple Intelligence learning strategies and independent curricula.

The concept of multiple intelligence extends beyond mere potential development; it also entails adjusting to the distinct characters and abilities of each student. This approach allows for the maximization of students' potential through an optimal learning process, as articulated by Tri Sukitman.

The outcomes of the initial assessment furnish teachers with valuable insights into students' strengths and areas needing improvement. For instance, in the first and fourth grades, students falling into different categories receive tailored support. Category one students, who struggle with reading and writing, receive additional assistance, while category two students, not fluent in these skills, are given special attention by their class teacher. Moreover, active students are offered extra support from both teachers and peers. This collaborative assistance from peers has proven effective in enhancing the multiple intelligences of students, as highlighted by Ardiansyah and Moh. Alamsyah (2021).

Differentiated learning within an independent curriculum aims to establish learning equality among all students, bridging the gap between high achievers and those facing challenges. This approach, advocating for individualized learning experiences, echoes the long-standing philosophy of Ki Hajar Dewantara, Indonesia's first Minister of Education, who championed the idea that education should embrace the unique characteristics of every student.

In the context of an independent curriculum, differentiated learning caters to the plural intelligence of students based on the insights gleaned from the initial assessment. For example, linguistic intelligence is developed for students struggling with reading and writing, mathematical logic for those grappling with basic arithmetic, and interpersonal intelligence is fostered through peer tutoring.

Beyond assessment and differentiated learning, the independent curriculum further incorporates projects to fortify the Pancasila student profile. These projects not only exemplify independent learning but also delve into students' intelligence. The dimensions of multiple intelligences explored in these projects include the development of existential intelligence, musical intelligence, and interpersonal intelligence in group activities. The curriculum extends its scope in subsequent projects by developing interpersonal intelligence along with naturalist intelligence and visual-spatial intelligence in activities such as batik eco-printing and *jumputan*. This approach underscores the adaptability of educational institutions in developing various dimensions of intelligence based on the unique conditions of their student populations.

Conclusion

In the realm of education, learning strategies stand as pivotal activities, encompassing various stages and subjects employed by educators to guide students effectively toward achieving learning goals. Recognizing the importance of these strategies in the educational process, the Multiple Intelligence learning strategy emerges as a distinctive approach capable of embracing the unique qualities of each individual learner.

The independent curriculum, designed with diverse intracurricular learning, optimizes content delivery, allowing students ample time to explore concepts and enhance competencies. With three fundamental characteristics, including project-based learning for soft skill and character development aligned with the Pancasila student profile, targeted focus on essential material for in-depth learning of basic competencies like literacy and numeracy, and flexibility for teachers to implement differentiated learning tailored to individual student abilities, the independent curriculum serves as a dynamic framework.

The learning experiences embedded within the independent curriculum, characterized by the initial assessment and subsequent differentiated learning, have demonstrated a positive impact on students' multiple intelligences. Notably, improvements have been observed in linguistic intelligence, mathematical logic intelligence, and interpersonal intelligence. Furthermore, the implementation of projects aimed at strengthening the Pancasila student profile (P5) has proven effective in enhancing existential intelligence, musical intelligence, interpersonal intelligence, naturalist intelligence, and visual-spatial intelligence.

While this research acknowledges its limitations and potential shortcomings, it serves as a foundational step toward refining our understanding of the intricate relationship between the independent curriculum and the development of multiple intelligences. As an initial input for future research endeavors, this study encourages continued exploration and investigation into specific types of multiple intelligence within the context of independent curriculum-based learning processes. The collective pursuit of knowledge in this area will undoubtedly contribute to the ongoing evolution and enhancement of educational methodologies.

Conflict of interests

The author(s) declare that they have no conflict of interest.

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