AN ATTEMPT TO DEVELOP MULTIPLE INTELLIGENCE-BASED TEACHING MATERIALS: NEED ANALYSIS AND RECOMMENDATIONS

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UPAYA DALAM MENGEMBANGKAN BAHAN AJAR BERBASIS MULTIPLE INTELLIGENCE: ANALISIS KEBUTUHAN DAN REKOMENDASI

ARTICLE HISTORY	ABSTRACT
	Abstract: *Teaching material is important to be applied in the teaching and learning process. It is supposed to be related to the student's needs and traits. Nevertheless, there are several appropriateness of worksheet compiling as supporting material. The research in this paper attempted to find out the need for Multiple Intelligence-based student's worksheet developments and offer possible recommendations. It employed a qualitative approach and involved 13 English teachers as respondents. They were from selected elementary schools located in various regencies in Central Java. A set of questionnaires was administered and delivered online through Google Forms. It is provided a number of closed and open-ended questions related to the existing curriculum, competency, media and activities, students' characters, and challenges in compiling the student's worksheet. The data were analyzed qualitatively. The results reveal that there was a lack of compulsory curriculum and competency, appropriate activities, and environmental interactions. Thus, it is recommended for teachers to take a well-planned curriculum; various activities connected to parental supports, realia, digital tools; and students' personal traits in developing students' worksheets. It is a reference to promote a better quality of Teaching English to Young Learners.* ***Keywords: English, multiple intelligence, student's worksheet***
	Abstrak: *Bahan ajar memberikan peranan penting dalam proses pengajaran dan pembelajaran. Hal ini seharusnya berhubungan dengan kebutuhan dan sifat siswa. Namun, ada beberapa kesesuaian penyusunan LKS sebagai bahan pendukung pembelajaran. Penelitian pada tulisan ini bertujuan mengetahui kebutuhan untuk mengembangkan lembar kerja berbasis Multiple Intelligence dan menawarkan rekomendasi yang mungkin bisa ditindaklanjuti dalam penelitian. Penelitian menggunakan pendekatan kualitatif dan melibatkan 13 guru bahasa Inggris sebagai responden. Mereka berasal dari sekolah dasar terpilih yang berada di berbagai kabupaten di Jawa Tengah. Satu lampiran kuesioner diberikan dan disampaikan secara online melalui Google Form. Disediakan sejumlah pertanyaan tertutup dan terbuka terkait dengan kurikulum yang ada, kompetensi, media dan kegiatan, karakter siswa, dan tantangan dalam menyusun LKS. Data dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa ada kekurangan kurikulum wajib dan kompetensi, kegiatan yang sesuai, dan interaksi lingkungan. Terakhir, disarankan agar guru mengambil kurikulum yang terencana dengan baik; berbagai kegiatan yang berhubungan dengan dukungan orang tua, realia, alat digital; dan sifat-sifat pribadi siswa diperhitungkan dalam mengembangkan LKS. Hal ini menjadi acuan untuk meningkatkan kualitas Pengajaran Bahasa Inggris untuk anak.* ***Kata Kunci: bahasa Inggris, multiple intelligence, bahan ajar, lembar kerja siswa***

INTRODUCTION

The COVID-19 pandemic changes most aspects of human life, including education. Nowadays, several countries take policy of large-scaled restriction as an effort to prevent the wider spread of COVID-19 virus. Consequently, schools are required to lessen face-to-face learning in class and switch to distance learning through online modes and adapt to the online learning platforms (Bubb & Jones, 2020). Teachers, students, and parents are taking technology integration into consideration to support teaching and learning process. The embed technology helps them in the knowledge transfer (Ahmadi, 2018).

All parties are attempting to overcome this huge problem by discovering technological supports and learning tools. English is one of subject matters taught using online educational applications. Accordingly, a number of studies has been conducted. Basilaia, Dgebuadze, Kantaria, & Chokhonelidze (2020) found that a number of teachers and students used products from Google during this transition period such as Google Meet, Google Classroom, and Google Drive. Messenger applications has the most users for its practical and applicable features Amin & Sundari (2020). Likewise, a research conducted by Setiawan & Iasha (2020) showed that WhatsApp became one of top-ranking applications used as learning medium. Mobile phone applications support the teaching and learning process by facilitating students to search information and ideas, enhancing students' motivation (Wang, 2017), enriching vocabulary (Santosa et al., 2020), and promoting students' self-directed learning (Zou & Li, 2015). Later, Fauzi & Khusuma (2020) found that 44% of teachers develop their own media, especially audiovisual media. They created their own videos and shared them through social media. Hence, technology assists us a lot in teaching and learning process with engaging and appealing contents.

Online learning offers both synchronous and asynchronous activities supported by internet access. Synchronous mode is real-time class which provides teacher and students opportunities to communicate directly in virtual forum (Hrastinski, 2008). While asynchronous mode is set to give students chance to search information and learn by their own pace. Online learning emphasizes Internet-based courses offered synchronously and asynchronously. It allows them to work independently with guided materials (Rasmitadila et al., 2020). As asserted by Ally in Marchlik, Wichrowska, & Zubala (2021), email, search engines, and other online platforms can assist students in asynchronous learning, while the synchronous one can be assisted by video conference platforms.

However, a number of problems has been shown by several studies regarding the implementation of online learning (Setiawan & Iasha, 2020) for instance facilities (Sakkir et al., 2016; Wahab & Iskandar, 2020) and internet access (Bristi, 2018; Huang, 2018; Lukas & Yunus, 2021; Nashruddin et al., 2020). These are challenges which can be a considerable distractor in running the online classes. Another problem is students' engagement. One of the characteristics of online learning is independence. It relates to how students engage the activities and find information by themselves or in groups to construct knowledge. Students should be able to work independently (Dabbagh & Bannan-Ritland, 2005) especially in Asynchronous activities. They should know what to do in their learning. Therefore, it is necessary to have tools or guided instruction (Di Pietro et al., 2020). Nuraini, Qihua, Venatius, Slamet, & Cholifah (2020) in their research suggest the Indonesian government to facilitate the use of Student Worksheets for students. This idea was adopted from the French government which has implemented it during the pandemic. Worksheet is one of learning material which

can support both online and offline activities. It can be a stimulating material when used in the learning process. Students currently have very limited time access to interact directly with teachers. As recommended by Nuraini et al. (2020), as asynchronous learning material, worksheet should be able to facilitate students to work independently both directly in the classroom and in distance.

Another study investigates why students are less motivated towards learning activities is activities that are not in accordance with students' learning styles. A number of studies has been conducted dealing with developing and applying worksheet in English class especially in elementary levels. Some of them integrated High Order Thinking Skills in the worksheet (Budiarta, 2021; Nitiasih et al., 2021; Raditya et al., 2021). They assume that LOTS is still often used in questions on worksheets or other teaching materials presented during learning. The developed worksheets are able to encourage students to think more critically and gain experience analyzing, evaluating and creating in learning. Another issue addressed in instructional materials is students' capability to solve problems. This is in line with the 21st century abilities that have been promoted during the last five years (Siregar et al., 2022). The increasingly massive implementation of technology also encourages the development of technology-based teaching materials. One of them is research on the development of multimedia-based worksheets (Arifin, 2014).

In line with the previous paragraphs, student characteristic becomes considerable aspect in teaching and learning that must be observed (Amstrong, 2009). Each student has their own learning style and characteristics in looking at things (Amstrong, 2009). When individual students find meaning in the learning process, they will naturally be interested and motivated to participate in learning activities (Arifin, 2014). Even the results will be very optimal when the teaching and learning style applied by the teacher is in accordance with the type of student intelligence (Gardner, 1983). However, there

has been no previous research that integrates the theory of Multiple Intelligence into activities and literature on worksheets at elementary school age.

By accommodating aspects of intelligence and student learning styles, learning activities will be more meaningful. Therefore, in addition to using multimedia to support student understanding, it is necessary to integrate learning styles and types of intelligence into student activities. These facts lead to a considerable aim of developing Multiple Intelligence-based Student Worksheets for English subjects. Accordingly, this study is attempted to answer the following questions:

a. What are exactly needed to develop a Multiple Intelligence based worksheet?
b. What recommendations can be possibly purposed for developing Multiple Intelligence based English worksheet?

THEORETICAL SUPPORT
Teaching English to young learners (TEYL) has its own characteristics. As yet people now aware how it differs from teaching English to teenagers or adults. It deals with how teachers lead them to acquire language. For those with English as their foreign language, it may take longer time to internalize this new language. Rather than provide them with abundant of texts and grammatical formulas, teachers will help them know English by physical movement (Ratminingsih, 2012), songs (Malekian, 2016), and other engaging activities (Szczepanik & Siebert, 2016). By doing so, learners can build a new knowledge with various interaction through puppets, toys, etc. It is necessity to have them busy with plays and fun works. Sometimes teachers need to give a variety of activities frequently as they cannot focus only on one thing even in a short period of time.

In other cases, learning English as foreign language is conveyed contextually. The activities are related to certain context in order to leaners can experience the language and its functions to be used in their real life (Szczepanik & Siebert, 2016). In addition,

teachers need to provide more interactive activities. It also will promote their communicative abilities since there are multiple interactions during learning activities, such as teacher-student and student-student interactions.

Children will feel encouraged in learning activities when they can take benefits for themselves and meaningful. They learn language that they can use in everyday life. Thus they will view that learning English is important to them. In addition, learning English needs to relate to what they want. Children's feelings are very unstable, therefore the teacher should keep their emotions. When they feel comfortable, they will easily participate in learning activities (Cameron, 2001).

Second or foreign language is also supposed to connected with realia or any objects which they can see and touch (Cameron, 2001). The objects and teaching aids can be taken from the world outside the classroom that are used for teaching and learning in order to make students understand better. It is considered a tangible object, which is used to aid in the practice of a new language, as a way to present examples from the real world. Therefore, realia is supposed to be widely used in the teaching and learning process as a tool to introduce new subjects. It is able to give real meaning to things that were previously only described abstractly, namely in words or only visually, according to its function to clarify, facilitate and make the curriculum message conveyed by the teacher to students so that it can motivate and streamline the process. study. The form of realia is the same as the actual object which does not change at all and can be used for learning purposes. Students can directly connect the language with the object mentioned. The teaching and learning process will be very effective and fun by using this media. And the most important thing is that students will not easily forget activities in the classroom because the use of media is very influential on their interest in learning.

In teaching English to young learners, vocabulary is very crucial. It supports to all skills (Linse & Nunan, 2005). It is collected, known, and used in communication. It represents the ideas communicated by a person. If a person's vocabulary is limited, the ideas that can be put forward are also limited. As a basic support, it impact on one's language proficiency in listening, speaking, reading, and writing (Richards, 2001). Thus, if someone learns a language for the sake of communication, he or she needs to master the vocabulary of the language being studied adequately. By mastering vocabulary, children can learn language more easily such as sentence writing, paragraphing, or other abilities (Cameron, 2001).

Language acquisition is a highly difficult interaction between intelligences in all human activities. By adopting the MI method, students' communication abilities through cognitive or intelligence that are engaged concurrently will give ease in the learning and teaching process. The principles of multiple intelligence-based learning remain a consideration and teachers are required to be able to develop friendly learning media for students and parents during the Covid-19 pandemic.

In Multiple Intelligence theory, it is explained that human intelligence consists of eight types of intelligence, namely verbal linguistics, logical mathematical, kinesthetic, musical, visual spatial, interpersonal, intrapersonal, and natural (Gardner, 1983). These eight intelligences can be developed and varied in learning English based on the characteristics of students and the learning objectives to be achieved. Visual intelligence allows learners have sensitivity in observing what is happening around them, like to draw, solve puzzles, read maps, and imagine. Kinesthetic intelligence The intelligence of this one learner has a sensitivity to their body. They like to move, make things, and touch things. They communicate well through body language, hand gestures, facial expressions and so on. Learners with musical type have a sensitivity and liking for music, not only that

they are also sensitive to the sounds around them. They can learn better with background music.

Learners with interpersonal intelligence learn through interaction with others. They have lots of friends, have empathy for others, know the people around them well. Next is intrapersonal intelligence These learners to be shy and avoid crowds. They are in tune with their inner feelings; they have wisdom, intuition and motivation, as well as willpower, trust, and opinion. They are the most independent learners compared to other learners. Learners with linguistic intelligence have excellent language skills and often think in words. They like to read, play with words, write poetry or make up stories. Learners that have logical mathematical intelligence can think conceptually and abstractly, as well as notice and investigate patterns and links. They like experimenting, solving riddles, and asking cosmic questions. The last is naturalistic intelligence. This type of learner, also called naturalistic intelligence, has sensitivity and sensitivity to the environment, flora and fauna, not only that they are also sensitive to the conditions around them. They can learn better with an outdoor background than in an enclosed space (Amstrong, 2009; Gardner, 1985).

The integration of the theory of multiple intelligences in learning has a positive effect on learning motivation. Empowerment of intelligence that exists in students is able to optimize the achievement of learning objectives so that they will learn the material using a method that is in accordance with their characteristics and tend to increase their strengths (Derakhshan & Faribi, 2015).

A course book, worksheet, or module become a source of ideas and can stimulate students' thinking ability (Cunningsworth, 1995). It plays important roles in asynchronous learning. As a guidance for classroom activities, it encourages students to construct knowledge through sets of instructions. Rather than ask students to do exercise after joining virtual meeting, a teacher should have them work with their stimulating activities or keep their minds busy thinking of their projects. A number of studies regarding implementation and development of English worksheets has been conducted yet only few were done in elementary levels. A study of the use of Electronic Student Worksheets (E-Worksheets) for EFL classroom was conducted by Arifin (2014). He tried to develop a worksheet for 4th grade English learning in order to seek solution for his low motivated and slow learners. He integrated multimedia (audio, images, videos, and text) into the worksheet. He found an increase on students' motivation, understanding after applying the e-worksheet in classroom activities. They learned a lot from materials accessed in the worksheet.

Another study was conducted by Fadhli (2017) examining the application of song worksheets. He combined singing and listening activities in a worksheet. Students listen and sing according to the activity guide in the worksheet. The application of this media is proven to be able to increase students' vocabulary and activeness. However, additional devices such as speakers and projectors are needed when applying this media in learning.

These empirical works were conducted with the same interest regarding the application of worksheets to English subjects in the elementary school level. Both studies also integrate media into the worksheet. Yet, the worksheet is applicable when it is used in face-to-face learning or with available facilities support. In line with this, a reason why leaners' characteristics impact the learning achievement has been inserted by several researchers (Amstrong, 2009; Derakhshan & Faribi, 2015; Gardner, 1993; Hanh & Tien, 2017; Pradana & Fidian, 2020; Seyabi & A'Zaabi, 2016). Thus, a study with such scope is necessary to conduct.

METHOD

This study employs survey method which is supported by several numeric data. It is apparent that material is regarded as a key component of teaching and learning. So, the purpose of this study was to determine what is

required to create a Multiple Intelligences-based worksheet and what recommendations may be considered. To answer these questions, it employed qualitative approach in nature. It involved 13 English teachers as respondents from selected elementary schools in 2021. This study also uses questionnaire to retrieve the data. It included questions on the present curriculum, competencies, media, learning activities, evaluation, student characteristics, and worksheet difficulties. They spread from several regencies in Central Java, for instance Magelang, Semarang, Banjarnegara, and Brebes. Sample was taken purposively. A set of questions related to the use of English worksheet was addressed to the respondents. It was administered using Google Form and delivered online. Later, the descriptive qualitative approach was used to analyze the data in order to determine the requirements for constructing a Multiple Intelligences based worksheet. Then, based on the requirements analysis, it attempted to make recommendations.

RESULTS
Curriculum

Worksheet is one of the teaching materials that can be used and applied in learning. There are so many teachers who choose to use worksheets in the learning that will be carried out. LKS are chosen because they are quite capable of presenting the subject matter to be conveyed and accompanied by quite a lot of practice and evaluation. It presents teaching materials that make it easier for students to interact, presents tasks that increase students' mastery, promotes students' learning independence, and makes it easier for educators to give assignments to students. Regarding the benefits of using worksheet as teaching material, all respondents states that they use worksheet to support learning activities.

However, the lack of curriculum becomes a problem in applying this material. They do not have any compulsory standardized curriculum and competences which become basis of designing well-prepared activities. As presented in Figure 1, there are 9 out of 13 respondents (69%) who integrate other curriculum in the learning design while 31% of participants apply KTSP as their main reference.
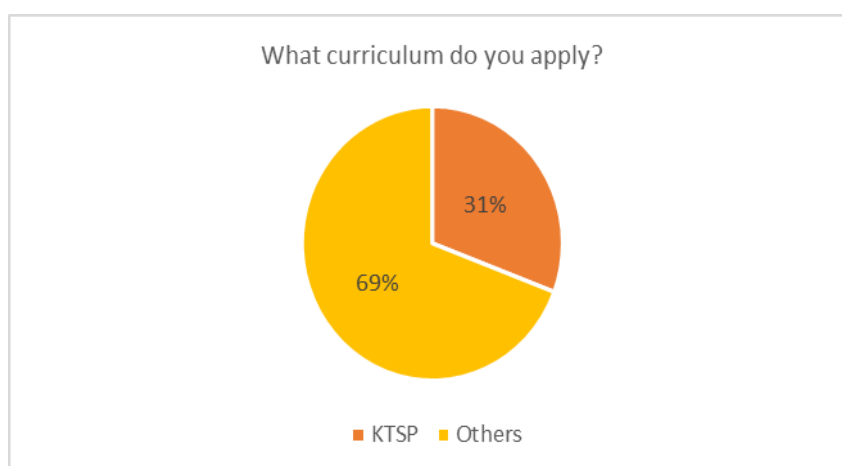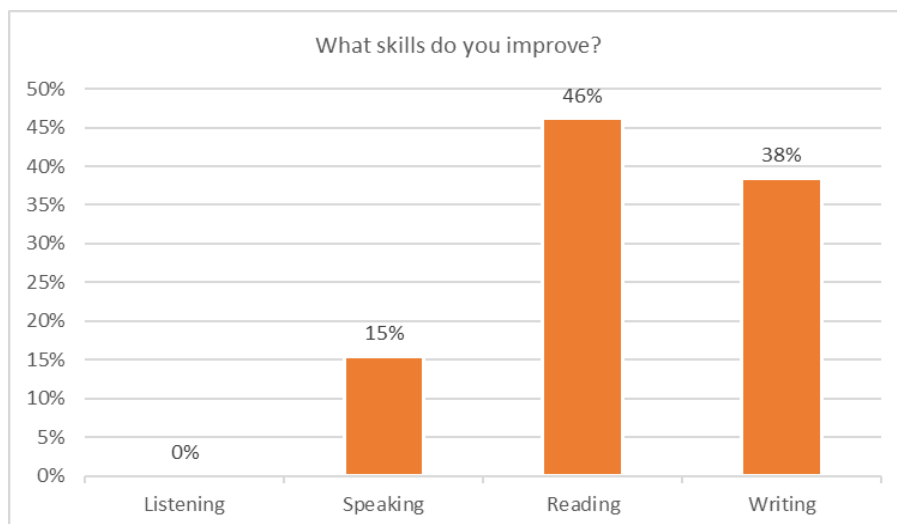

Figure 1. **The applied curriculum**

Figure 2. **Improved Skills**

The material developed must be based on the applicable curriculum because the curriculum is one of the implementations of national education goals. In addition, the curriculum describes the competencies that must be achieved by students at each level of education. The applied curriculum has also been prepared in relation to the needs of the times. As stated by Tomlinson & Masuhara (2004), "What is being taught should be perceived by learners as relevant and useful". That is, the material taught by the teacher must consider its relevance to the curriculum and the needs of students, and can be used by students in their lives. The absence of English curriculum for elementary level makes English learning and teaching cannot consult the materials to the syllabus. In fact it is obviously important to create themes, sub-themes, and objectives based on the standardized curriculum (Nunan, 1988). Due to this situation, it can be suggested that teachers should decide the curriculum to be applied in the classroom learning. It should be relevant to learners' level (Richards, 2001) and needs (Cunningsworth, 1995). Then teachers had better add more oral skills in their classroom activities.
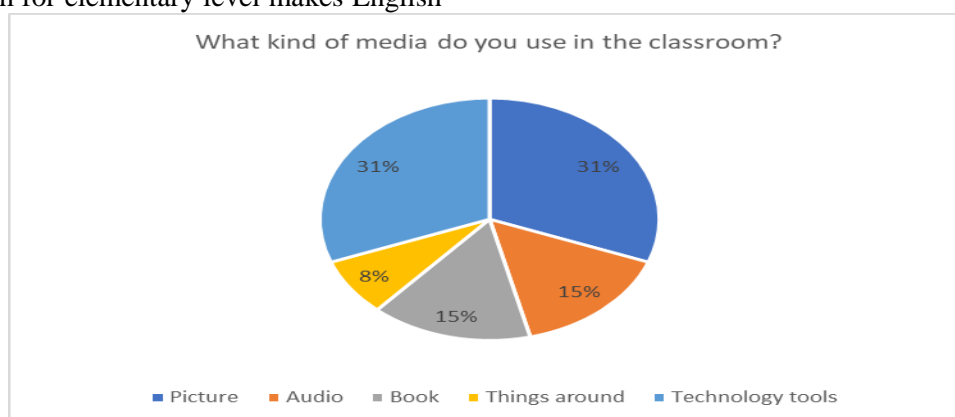
Media

Figure 3. **Media**

Learning is a combination composed of human elements, materials, facilities, equipment, procedures that most influence in achieving learning objectives. Teaching materials refer to anything used by teachers or students to facilitate language learning (Tomlinson & Masuhara, 2004). Therefore, in selecting and developing teaching materials including Student Worksheets, a teacher needs to pay attention to the learning context (Hyland, 2003). The context in question is the duration of learning, reference sources, and learning relationships with other subjects. Thus, learning will be meaningful. Students can use teaching materials and their experiences in learning to be applied in their daily lives (Tomlinson & Masuhara, 2004). According to the results of the study, there are 31% of respondents who use visual images as media to convey material, 31% uses technology tools, 15% uses audio, 15% uses book, and 8% uses things around.
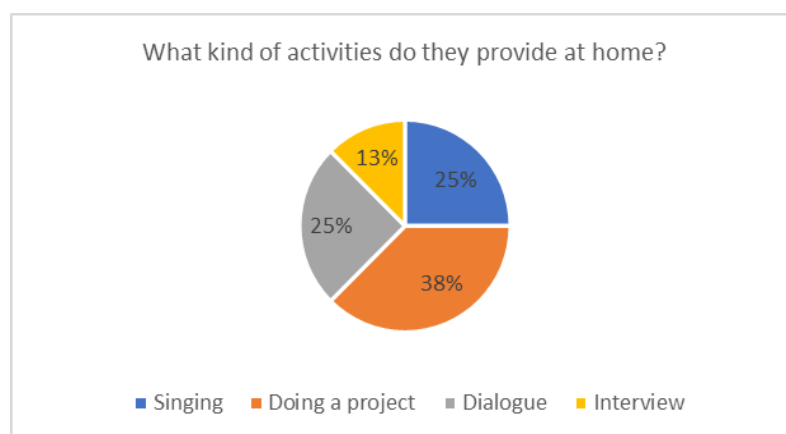
Activities

Figure 4. **Learning activities**

Implementation of activities is a crucial process in learning. Good learning planning or schemes may not necessarily produce good outcomes without implementing good learning activities. Several things are of concern in developing learning activities. activities must be centered on students as well as individual goals and achievements of students, levels of skills, interests, and others. This is supported by the statement (Tomlinson & Masuhara, 2004) which states that learning must pay attention to differences in learning styles. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes (Tomlinson & Masuhara, 2004). That is, a learning process must be able to provide opportunities for students to develop their communication skills in language. Based on the research results, 38% of respondents give a project to the students, 25% uses songs, 25% uses dialogue, and 13% do an interview with family at home.
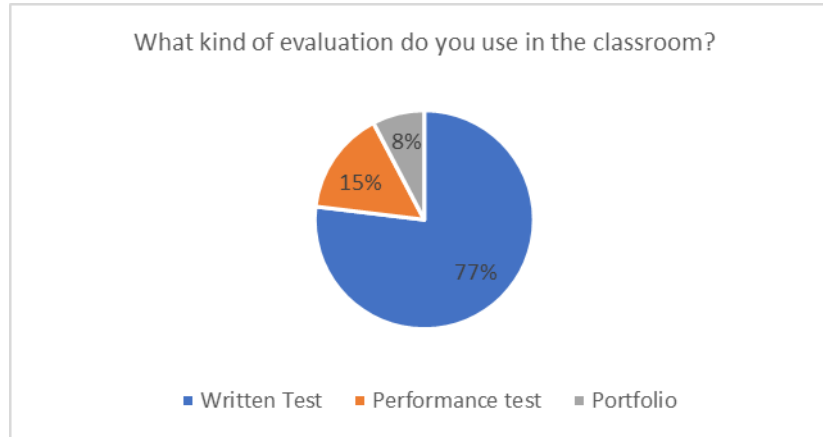
Evaluation

Figure 5. Evaluation

Another element is evaluation (Hyland, 2003). Evaluation is a process, not an end result (product). The results of evaluation activities provide a description of quality of something, both in terms of value and meaning. While the activity to arrive at the value and meaning is evaluation. The description of the quality in issue follows logically from the evaluation procedure. The process is certainly carried out systematically and continuously, in the sense of being planned, in accordance with procedures and rules, and continuously. The results showed that 77% of respondents uses written test, 15% uses performance test, and 8% uses portfolio. It is well-intentioned by drawing the perspective that the test is a valid measuring tool in the assessment. However, in language learning, performance, portfolio, and other forms of assessment also need to be applied. This method needs to be done with the aim of giving students the opportunity to demonstrate skills and other competencies that cannot be measured by tests.

This research investigates on on the anticipated needs for helping English learning in elementary schools. Based on the findings of the preceding research, the curriculum that is frequently used in schools is KTSP. This is due to government laws that prohibit the use of English in the normal curriculum. This subject is categorized as co-curricular. As a result, the government does not demand that English be taught in primary schools. Furthermore, a natural result is that schools that want to teach English have difficulty finding syllabus references and learning resources to utilize in the classroom.

The adoption of the Independent Curriculum is now a problem for teachers and schools interested in English learning in the classroom. These courses must be integrated into learning activities.

DISCUSSION
Additionally, based on survey data, writing abilities continue to dominate the skills produced during the learning process. This is due to the increased convenience that teachers experience when instructing pupils. Instructors simply need to help kids learn to read and write. More easy examination is also one of the reasons why written skills dominate the quantity of language skills.

The teacher's media is dominated by the usage of digital gadgets. This demonstrates that instructors and students are becoming accustomed to using digital gadgets and programs to learn English. The study's findings also suggest that visuals are still one of the most popular choices among teachers.

The most important element is that sources are publicly available on the internet and may be printed independently. Yet, learning in primary schools differs from learning at subsequent levels, where kids can study using more abstract media. As a result, learning activities must be encouraged to become more active and to include the function of actual media, particularly those from their immediate surroundings.

Additionally, problem-based learning and projects are being stressed as learning activities. This is excellent because project-based learning provides students with experience that can increase their capacity to think critically. Learning, on the other hand, must be varied.

In general, there are several things that are needed by a teacher, including learning tools that can be used as Teacher's Books in English subjects. In addition, it is necessary to have media and activities that involve the role of the surrounding environment in learning. Referring to the research results, teachers need teaching materials on oral skills (listening and speaking) that can be conveyed to students. In relation to the integration of the theory of Multiple Intelligence, the media and activities that have been prepared have not been fully applied.

In addition, there are recommendations that can be followed up on subsequent learning or research activities, including the need for learning tools that have been integrated with Multiple Intelligence-based activities. Learning devices are one of the factors that drive success in learning.

In relation to the integration of the theory of Multiple Intelligence, the media and activities that have been prepared have not been fully applied.

In addition, there are recommendations that can be followed up on subsequent learning or research activities, including the need for learning tools that have been integrated with Multiple Intelligence-based activities. Learning devices are one of the factors that drive success in learning.

CONCLUSIONS AND RECOMMENDATIONS

This study explains components needed in attempt to develop a Multiple Intelligence based worksheet. All respondents assume that worksheet is important to teaching and learning process. Yet, a number of issues should be taken into account such as lack of curriculum, appropriate activities, and monotonous evaluation. So, this study recommends teachers have a look at the learners' needs, level, and personal traits. Multiple Intelligence theory integration is quite important since it facilitates students to improve their own ability based on their needs and styles.

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