

DOES THE STUDY PROGRAM AFFECT THE KIND OF MULTIPLE INTELLIGENCES?

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***Abstract:** Gardner divides into Everyone has 8 types of intelligence, namely linguistic, logical-mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic intelligence. Each individual has 8 types of intelligence, but depending on which type is the most dominant. The purpose of this study is to find out how the influence of taking a study program during the period a student runs his lectures on the type of multiple intelligences possessed by each student who acts as a respondent in this study. The method used by the researcher is descriptive quantitative and uses a cross-sectional design with 32 subjects. Inclusion criteria: students who are willing to take part in the research. Each respondent was asked to fill out a questionnaire about multiple intelligences that had been provided by the researcher. Most of the respondents are 19 years old (40%) and (62.5%) respondents have continuity between the study program and the type of multiple intelligence they have. Respondents with study programs that are not sustainable with the type of intelligence they have (37.5%), there are facts which state that the study program significantly affects the type of multiple intelligences.*

Keywords: Multiple Intelligences, Study Program, Logical-Mathematical

PENDAHULUAN

With the emergence of increasingly specific college majors in this modern era, choosing a college major is certainly not an easy thing. Not to mention thinking

about what major is right, which will make our children successful when they graduate from college and enter the career world. It takes a lot of consideration to be able to choose the right major; 'right' in a definite context and directed towards the ultimate goal.

"Our job as parents is to be an internal guide someone who will direct the child's desires by providing relevant input."

Factors such as the interests and abilities of our own children are certainly the main factors to consider. Apart from that, external factors such as global economic conditions also deserve our attention in choosing the right major. Of course, after taking these things into account, we must also be realistic so that the choices we get can be realized. Guide your child to choose the right and realistic major by thinking about the points below.

There are cases where students change majors after a few semesters, which directly hampers their graduation time. In even more extreme cases, they drop out of college completely.

These cases can occur, usually because when choosing a college major, their interests and abilities are not considered. Our job as parents is to be an internal guide someone who will direct the child's desires by providing relevant input. Unfortunately there are some parents who impose their will without considering the mindset and personality of their children. Invite your child to discuss to find out their real interests and give suggestions so that their interests can be channeled appropriately.

In addition to internal considerations, we must also look at external factors such as global economic conditions. By evaluating global economic trends, of course, we will be better able to predict what areas will stand out in the future. What business opportunities and what jobs in the next 3-4 years will have a high probability of success. In this case, it is best not to assume and consult with various parties to obtain relevant information.

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At the end of the word, after thinking about the interests and abilities of the child, and all external factors, always remember that the choice of college majors must still be realistic. If our child chooses the right and realistic major, of course he will be more motivated to learn. This, of course, will have a very positive impact on his daily life at university and will become an effective foundation for his success in his future career.

Every human being is born with his own type of intelligence. However, the type of intelligence possessed varies so that each individual human being can synergize with each other. As stated by Professor of Psychology and Education Expert at Harvard University, Howard Gardner, that basically every human being is unique with different types of intelligence. Howard also formulated that humans have 8 types of intelligence which became known as Multiple Intelligences. In addition, he also mentioned that an individual may have more than one type of intelligence with the most dominant level of potential among other types of intelligence. The following are the characteristics of each type of multiple intelligences.

Someone with logical-mathematical intelligence has a good ability to find logical and rational solutions to solve a problem. Characteristics of people who have logical intelligence include: Enjoys numbers, logic and order, Easy to make classification and categorization, Having a coherent mindset, and in a causal pattern so that it is capable of generating hypotheses.

Linguistic Intelligence Linguistic, intelligence possessed by a person allows him to be skilled in using words in written and oral form. Characteristics of people who have linguistic intelligence, among others: Like to read, Easy to understand reading, Likes to write, Actively speaking, Sensitive to the rhythm and intonation of words, Have persuasive power in the words spoken and written, Visual-Spatial Intelligence

A person with the type of visual-spatial intelligence generally likes visual (image) and spatial (space/place) dimensions. Characteristics of people with visual-spatial intelligence, among others: Have a sensitivity to color, line, shape, space, size, balance, and the relationship between object elements visually and Able to see one to several objects from a variety of different points of view.

Intrapersonal Intelligence, Characteristics of a person with intrapersonal intelligence, among others: Able to understand own strengths and weaknesses, Able to motivate himself, Discipline, Appreciate the value, Obey the rules, Good ethics (manners) Adaptive to morals.

Interpersonal Intelligence, Characteristics of people who have interpersonal intelligence, among others: Able to establish good cooperation with others, Likes to observe other people, Sensitive to feelings, intentions, motivations, disposition, temperament, facial expressions, voice, and body movements, Effective in communicating.

Musical Intelligence, Characteristics of someone who has musical intelligence, among others: Able to observe, distinguish, compose, shape and express something into the forms of music and songs, Have a sensitivity to the rhythm, melody, and timbre of music, Easily memorize the tone of the song you just heard, Mastering more than one musical instrument, Sensitive to discordant sounds, Likes to work while singing or listening to music.

Kinesthetic Intelligence, A person with kinesthetic intelligence has the following characteristics: Able to use the body skillfully in various matters related to coordination, balance, strength, flexibility, speed and flexibility, Able to control body movements to handle loads or objects. Before Howard Gardner's Theory of Multiple Intelligences appeared, schools used the Intelligence Quotient (IQ) to measure the intelligence of their students. However, IQ assessment is only related to a person's ability to complete academic tasks .

Naturalist Intelligence, Characteristics of people with naturalist intelligence include: Able to understand and enjoy nature or the environment to use it productively, Able to recognize, distinguish, express, and make categories of things found in nature and the environment. Loves adventure and traveling. Have a concern for the environment, animals, and plants, Sensitive to the nature and behavior of animals.

But the type of intelligence (McClellan & Conti, 2008), (1) kinesthetic, (2) spiritual, (3) interpersonal, (4) intrapersonal, (5) logical thinking, (6) musical, (7) naturalistic, (8) verbal, and (9) visual. Multiple intelligences are widely adapted by various parties because of their function as early detection of gifted and

artistic talents (Agustin, 2013; Ladyawati, 2017). Seeing the importance of accuracy in the selection of study programs/departments, one of the factors that must be considered is the type of intelligence possessed by students. Therefore, it is very important to know the influence of the study program taken by students on the type of intelligence they have.

METHOD

Research uses descriptive quantitative methods with questionnaire testing techniques. The object of research is students in Indonesia with various majors with a total population of 32 people. The sample in this study consisted of male and female students. The sampling technique used is a purposive sampling technique, which is a data collection technique based on certain considerations. (Sugiyono, 2010). In this study, the data collection method used was to provide a multiple intelligence ability questionnaire. The question is used to find out what intelligence he has. Then the data is processed and analyzed based on the results of the value of each student who is used as the object of research. From the results obtained, then categorized into groups of linguistic intelligence, logic-mathematical intelligence, kinesthetic intelligence, spatial intelligence, musical intelligence, naturalist intelligence, interpersonal intelligence, and intrapersonal intelligence.

FINDINGS AND DISCUSSION

Result Characteristics of Research Respondents on Table 1.

Table 1
Characteristics of Research Respondents

Variable	Total	Percentage
Age		
≤ 18 years old	11	34,3
19 years old	13	40,6
≥ 20 years old	8	25,0
Gender		
Male	13	40,6
Female	19	59,3
Multiple intelligences		
Linguistic	1	3,12
Logic-Mathematics	7	21,8
Musical	1	3,12
Kinesthetic	2	6,25

Visual-spatial	0	0
Interpersonal	5	15,6
Intrapersonal	20	62,5
Naturalistic	2	6,25

Seen characteristics based on age, gender, and multiple intelligences to determine the right choice in the study program in the future. The frequency distribution is based on the match between the type of intelligence and the study program taken in Table 2.

Table 2
Frequency distribution based on the match between the type of intelligence and the study program taken

Variable	Total	Percentage
Continuous	20	62,5
Discontinuous	12	37,5

This study aims to determine whether the study program affects the type of multiple intelligences owned by the respondents. As stated earlier that the eight types of intelligence can run alone or simultaneously, so that when someone has a certain profession. Some intelligences or even all of them can support the person in carrying out his profession, but it also does not rule out the possibility that one of the most dominant intelligences is a determining factor for a person's success in pursuing a profession.

In the 32 students from various universities in Indonesia who acted as objects in this study, it was found that most of the respondents were 19 years old (40%), Intrapersonal intelligence (62.5%) was the most common, followed by logic-mathematical intelligence (21.8%) and Interpersonal (15.6%). Our findings are quite surprising because (62.5%) respondents have continuity between study programs and the type of multiple intelligences they have.

Among male respondents, the most common types of intelligence were intrapersonal intelligence (61%), interpersonal intelligence (15%); while in female respondents, it is known that the type of intelligence that is most commonly found is intrapersonal intelligence (73%), logic-mathematical intelligence (26%), interpersonal intelligence (15%).

In table 2, it can be seen that respondents with continuous study programs with the type of intelligence they have are more dominant than respondents with

unsustainable study programs with the type of intelligence they have (62.5% vs 37.5%);

The results showed that the study program had a significant influence on the type of multiple intelligences possessed by individuals, both because of habituation/adaptation to the consequences of choosing the study program. Where indirectly form and hone the type of intelligence in accordance with the chosen study program.

Through the statement above, the researchers present several study programs that are suitable for each type of multiple intelligence, including:

1. Logical-Mathematical Intelligence
 - a. Technique.
 - b. Economics.
 - c. Administrative science.
 - d. Computer science.
 - e. Medical.
 - f. Science.
2. Linguistic Intelligence
 - a. Literature.
 - b. Linguistics.
 - c. Journalism.
 - d. Communication Studies.
 - e. Law.
3. Spatial Intelligence
 - a. Architecture.
 - b. Photography.
 - c. Art/design.
 - d. Aerospace.
 - e. planology.
4. Intrapersonal Intelligence
 - a. Psychology.
 - b. Theology.
 - c. And other majors related to counseling.

5. Interpersonal Intelligence
 - a. Psychology.
 - b. teacher.
 - c. Management.
 - d. Business or service sector.
6. Musical Intelligence
 - a. Music teacher.
 - b. Composer.
 - c. Vocals.
 - d. Music Art.
7. Kinesthetic Intelligence
 - a. Sport.
 - b. Craft art.
 - c. dance art.
 - d. Dressing. Even surgeons also need a kinesthetic type of intelligence.
8. Naturalistic Intelligence
 - a. Agriculture and animal husbandry.
 - b. Tourist.
 - c. Veterinary medicine.

In line with the research of Rufaidah (2015) that there is a significant influence between intelligence and student interest on the decision to choose majors. Not only that, the research of Siregar, Saragih, & Mursid, (2021) found that there was a significant positive effect of intrapersonal intelligence and learning achievement on economics subjects for class X students simultaneously on the decision of majoring in social studies. There is a fact that states that the study program affects the type of multiple intelligences. Therefore, students need to recognize the intelligence they have in determining majors at school or in higher education. In choosing a mathematics education study program, students should have the type of logical-mathematical intelligence.

Conclusion

There is a significant difference between students with continuous study programs with the type of intelligence they have and students with unsustainable study programs with multiple intelligences, but through this research it is known that students with the first criteria have more numbers when compared to the criteria second. Therefore, it can be concluded that the study program has an effect on the type of dual intelligence possessed.

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