Implementation of a Multiple Intelligence-based Learning Model for Students with a Tendency to be Slow Learners

Ayu Fillia[1], Honest Ummi Kaltsum[2]

[1,2]Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammmadiyah Surakarta, Surakarta, Indonesia

Abstract

The aim of this research is to describe the process of selecting a learning model, implementing the multiple intelligence learning model for students who tend to be slow learners, the obstacles faced by shadow teacher, and solutions to overcome the obstacles that exist at MIM PK Kartasura. This research method is qualitative, with a descriptive approach and a phenomenological research type. This study used data collection through observation, interviews, and documentation. The data analysis technique in this research uses the interactive model from Miles and Huberman with the following steps: data reduction, data presentation, and drawing conclusions. The subjects of this research were shadow teacher, who accompanied Slow Learner students in class 2, the homeroom teacher for class 1, and the head of the madrasah. The research results show that the implementation of the multiple intelligence learning model for slow learners has been adapted to the results of the students' Multiple Intelligence Research (MIR), namely the lecture method combined with the demonstration or practice method. There is no significant difference in the learning methods used by slow learners and other students; it's just that slow learners are accompanied by shadow teacher to use a special approach in doing their assignments. The obstacle that shadow teacher experiences is that students do not concentrate enough when learning. To overcome this obstacle, shadow teacher provides a solution, namely by inviting students to study in separate rooms and doing ice-breaking so that students can concentrate again.

Keywords: Learning model, Multiple intelligence, Slow learner

Introduction

Education is fundamentally a transformative process that enhances the diverse capacities inherent in an individual. Education offers individuals the opportunity to delve into and develop their skills and abilities. Competence refers to the aptitude or proficiency that an individual has to fulfill their duties or obligations. Teachers play a crucial role in shaping students' behavior and thinking, with basic education being the primary influence. Students demonstrate a tendency to readily and keenly adopt ideas or concepts presented by their teachers. The primary responsibility of elementary school instructors is to facilitate the development of students' diverse interests and talents, enabling them to acquire the necessary skills tailored to their individual needs. Amir (2013) argues that existing educational programs should prioritize enhancing student orientation in the learning process. The instructional units facilitate the learning process through interactive, motivating, demanding, and enjoyable methods. This approach allows students to actively participate and provides them with a platform to cultivate their character, talent, and independence (Ardimen, 2016).

Intellectual intelligence encompasses not just mathematical and logical abilities but also takes into account alternative perspectives. Howard Gardner established the concept of multiple intelligences in 1983, which refers to different levels of intellectual intelligence. He is an eminent developmental psychologist and esteemed professor of education at the prestigious Graduate School of Education at Harvard University, located in the United States. Howard Gardner coined the phrase "multiple intelligence" to emphasize that people possess other forms of intelligence beyond the traditional measure of IQ. He asserts that humans possess nine distinct intelligences, specifically: linguistic, logical-mathematical, visual-spatial, kinesthetic, musical acoustic, interpersonal, intrapersonal, naturalistic, and existential intelligence. Among the nine intelligences that have been identified, they are present in every individual and should be enhanced to their fullest potential. This will enable individuals who may be less proficient in certain forms of intelligence to receive support and guidance in enhancing that specific intelligence. Thomas Armstrong, a student of Howard Gardner, has contributed to the development of multiple intelligence-based learning designs. These designs aim to enhance classroom learning by incorporating the theory of multiple intelligences (MI). According to his perspective, students acquire knowledge through individualized methods, and it is the duty of the instructor to identify and cater to those methods. According to Munif Chatib, MI was developed with the belief that there should be certain rules or methodologies for applying MI in Indonesian schools.

Law No. 20 of 2023, which addresses the national education system, stipulates that children possess the entitlement to cultivate and nurture all inherent qualities through the means of education. Children with special needs are entitled to[*] receive education on par with their peers without disabilities. This is to prevent them from facing prejudice by being segregated into separate schools that are distinct from regular educational institutions. Inclusive schools refer to public educational institutions that cater to students with impairments or exceptional intellectual abilities.

Inclusive school, as defined in Article 3 of Permendiknas No. 70 of 2009, is a method that seeks to offer inclusive education to students with disabilities or intellectual abilities, encompassing those with special needs such as 1) blind children, 2) deaf children, 3) speech impaired children, 4) mentally retarded children, 5) physically disabled children, 6) mentally retarded children, 7) children with learning difficulties, 8) slow learner children, 9) autistic children, and 10) mentally retarded children with movement disorders. By implementing inclusive education, children with special needs can maximize their capabilities and aptitudes. The prevalent forms of academic underachievement observed in educational institutions include students who are categorized as slow learners (Marsudi et al., 2016). Children who exhibit sluggish learning abilities possess intellectual capacities that are slightly below average, although they do not meet the criteria for being categorized as mentally challenged. From an academic perspective, slow-learner children are typically identified based on their intelligence test scores, which fall between the range of an IQ score of 70 and 89 (Nurfadhillah et al., 2021). In this scenario, it will impede the process of acquiring knowledge, resulting in learning results that are lower than the average learning level of typically developing children. The typical outcome when children with learning difficulties enrol in a public elementary school is the emergence of academic and social challenges. Slow-learner youngsters exhibit academic difficulties due to their cognitive limits, particularly in comprehending courses related to numerical and verbal ability.

The learning pattern will lead to an approach that prioritizes love and gentleness and does not use violence (Putra & Sucitra, 2017). However, implementing multiple intelligence-based learning has not been widely implemented in schools because few people understand the learning concept. MI Muhammadiyah PK Kartasura is one of the schools that has implemented multiple intelligence-based learning strategies and is an inclusive school. This school optimizes students' abilities and does not differentiate between students from one another because each individual has uniqueness and intelligence that is different from each other, as is the case for slow children. Learners do have difficulties in academic learning, but in other fields, they also demonstrate a tendency towards intelligence. In essence, research does not always start from scratch. However, in general, similar previous studies have been carried out as a baseline or foundation, so researchers must know the studies that are relevant to the research to be carried out. Therefore, relevant research includes Sundari et al., (2022) examining the use of multiple intelligence learning strategies. (Nada, 2019) researched the implementation of multiple intelligences in developing the potential of students at SD IT Bina Anak Sholeh Yogyakarta. Feryyal & Anggraini (2021) researched multiple intelligence strategies in the learning process and found students' learning styles that suit multiple intelligences. So far, there has been no similar research. The implementation of multiple intelligence-based learning models for students with slow learning tendencies is still relatively new and has not been the focus of research by other researchers. Therefore, research is needed to determine the implementation of multiple intelligence-based learning models for students with slow learning tendencies at MIM PK Kartasura.

The background to the implementation of multiple intelligence-based schools at MIM PK Kartasura is that the human resources managing the madrasas have decreased, resulting in a decline in both quantity and quality. In 2008, the number of students was around 38. Then, in 2010, MIM PK Kartasura implemented multiple intelligences after the head of the madrasah gained knowledge related to multiple intelligences. The purpose of implementing the multiple intelligences program is to raise educational standards for all students, regardless of their backgrounds or abilities, rather than putting the emphasis solely on IQ scores in math and language. According to earlier research by researchers at MIM PK Kartasura, there were two slow-learners in grades II and V who had learning difficulties, including students who couldn't read, had subpar academic performance, or took a long time to understand the lessons the teacher was teaching. As a result, the purpose of this study is to describe the issues that exist at MIM PK Kartasura with regard to the process of choosing learning models, implementing the multiple intelligence learning model for students who tend to be slow learners, the challenges that shadow teachers face, and solutions to the problems that exist at MIM PK Kartasura.

Research Method

This study employs a qualitative methodology with a descriptive approach and a phenomenological research design. The research is classified as a descriptive technique since it generates data in the form of a visual representation pertaining to the application of a multiple intelligence-based instructional model for students with learning difficulties at MIM PK Kartasura. The selection of the area was based on its alignment with the school's emphasis on diverse and inclusive forms of intelligence. The research subjects who will serve as informants include the teacher of class I, shadow teacher of class 2, and the head of the madrasah. This research centres around the development of a learning model that is based on multiple intelligences and is specifically designed for students who have a slower learning pace. Data-gathering strategies encompass the utilization of observation, interviews, and documentation. The observation approach involves closely monitoring the teaching and learning processes taking place in the classroom, and reviewing the Individual Learning Program (PPI) implemented for inclusive students. This study conducted interviews with numerous informants to gather

data regarding the implementation of learning models based on multiple intelligences for students with learning difficulties. Additionally, the documentation method is employed to provide supplementary data obtained through the use of observation and interview methods. Assessing the accuracy of data in this study is through the triangulation method includes several sources and procedures. The research used the interactive model developed by Miles and Huberman for data analysis, which involves three steps: data reduction, data presentation, and generating conclusions.

Findings

Researchers at MI Muhammadiyah PK Kartasura obtained information on the implementation of learning models based on multiple intelligences for class II students who have a tendency towards sluggish learning. MI Muhammadiyah PK Kartasura is an educational institution affiliated with the Muhammadiyah Foundation. It follows a teaching approach that incorporates the concept of many intelligences and promotes inclusive learning. As Indonesian citizens, we are entitled to equal access to education services for both typically developing youngsters and those categorized as ABK (persons with disabilities), albeit with distinct instructional approaches.

The process of selecting a learning model

Shadow teachers develop educational plans for ABK students that are similar to the lesson plans used for ordinary courses, known as RPP. Following the protocols for developing inclusive education in 2009, the General Department of Special Education Development, the General Department of Primary and Secondary Education Management, and the Ministry of National Education collaborated to create three curriculum models: 1) the Complete Regular Curriculum Model; 2) the Modified Regular Curriculum Model; and 3) the PPI Curriculum Model (Individual Learning Program). The curriculum at MIM PK Kartasura uses both the PPI and shadow teacher models. The PPI is tailored to meet the needs of kids who learn more slowly, and the idea of multiple intelligences is incorporated into the way they teach. The multiple intelligence-based learning model is designed to cater to the unique learning needs and preferences of each student, taking into account their intellectual strengths. This approach is based on the theory of multiple intelligences, which posits that all children possess intelligence, albeit in different forms.

Meanwhile, for learning approaches, teachers might utilize numerous methods (Misky et al., 2021). Consequently, there is no universally optimal learning strategy applicable to all students. The teacher's capacity for learning will be exhibited by their adeptness in employing diverse instructional techniques through improvisation. Issues pertaining to the selection of instructional approaches Armstrong elucidates that educators employ diverse methodologies that align with the cognitive aptitudes of their students. In class II, when teaching slow-learning students, shadow teacher typically uses the lecture style, supplemented with demonstrations or practice, to facilitate comprehension of the content. This approach is particularly effective because these students tend to possess aesthetic intelligence. Individuals with kinesthetic intelligence exhibit superior cognitive processing abilities when information is presented through physical motions, and they have a preference for expressing desires and messages through demonstrations (Setiawati, 2019).

The implementation of learning for Slow learner students

At MIM PK Kartasura, the learning schedule for slow learners is the same as for other students, from 07:00 to 14:00 WIB. Each of them is accompanied by a designated shadow teacher, setting them apart from one another. The curriculum provided to students with slower learning abilities is identical to that of their peers. However, when instructing these students with the assistance of special educators, it is necessary to reiterate and simplify the content to enhance their comprehension. Slow learners require a longer period to assimilate information compared to their counterparts (Khiyarusoleh, 2019). They possess below-average intelligence, yet they are not inept individuals but rather need to put in more effort in order to fully comprehend the subject matter. During extracurricular mathematics courses, students with slower learning abilities and a preference for physical movement are instructed to count the balls that shadow teachers have distributed throughout the school area. Subsequently, the students search for the balls, enumerate them, and place them in the designated area. The objective is to ensure that students grasp the concepts of addition and subtraction through tangible and practical means. Next, let's consider an example involving slow learners in a second-grade class. In the mathematics lesson, the rest of the children are learning to add tens; however, the slow learners are focusing on adding units. This is because these students are still unfamiliar with numbers 1–15 and are not yet able to read or recognize letters. The learner possesses a comprehensive grasp of the letters. All class content is inclusive of students, regardless of their ability to comprehend their peers' material. They are consistently supported and accompanied by shadow teacher.

The obstacles faced by shadow teacher during learning

Obstacles often encountered by shadow teacher during the learning process are a lack of concentration and overall focus. When bored while learning, students leave the classroom and wander around the school. They are often in a bad mood when their wishes are not followed.

Solutions to overcome the obstacles

The solution given by shadow teachers for slow learners during the learning process is that when a student's concentration is reduced or disturbed and they do not want to study, the shadow teacher calms them down and asks questions regarding what they are feelings. If the student still does not want to study, then shadow teacher offers to study in their own room or inclusion room so that learning activities in regular classes are not disturbed and the students can concentrate on studying so that the learning material is not left behind by their classmates.

Discussion

The process of selecting a learning model

Gardner formulated the theory of multiple intelligences, implemented it in the field of education, and disseminated his discoveries through the publication of books titled "Frames of Mind: The Theory of Multiple Intelligences" (1983) and "Multiple Intelligences: The Theory in Practice Intelligence" (1993). This hypothesis was further enhanced with the release of Reframed: Multiple Intelligence for the 21st Century (2000). Gardner's theory challenged the previously held beliefs about human intellect. The findings indicate that no single activity unit exclusively utilizes one sort of intelligence, but rather incorporates all the intelligences that have been examined. The discussion revolves around 7 or 8 distinct forms of intelligence. However, the most recent publication introduces an additional intelligence, resulting in a total of 9 intelligences. Consistent with this study, MIM PK Kartasura mandates that all incoming students undergo the Multiple Intelligence Research (MIR) assessment in order to ascertain their inclinations toward different types of intelligence. Multiple Intelligence Research (MIR) involves a collaboration between the school and Home Therapy Happy House to identify and assess the unique cognitive abilities and specialized talents of each individual. The school's post-Multiple Intelligence Research (MIR) follow-up method consists of the following steps: 1) implementing an approach procedure to identify kids classified as ABK; 2) arranging extracurricular activities tailored to children' talents and preferences; 3) communicating the findings to parents for their decision on whether to proceed or not. In line with research (Mulqoni'ah, 2020) regarding input, process, and output in the Multiple Intelligences Learning Program through Multiple Intelligences Research (MIR), the results of the MIR provide benefits for teachers when implementing learning methods that are appropriate and effective in the way students learn. Learning methods are an effective way for teachers to convey information that is easy to understand. Likewise, students (E/8) who are diagnosed as intellectual development disabled (IDD), or what is often referred to as having an IQ below average, are slow learners. A slow learner is understood as a situation where the student has weak intelligence, but this does not rule out the possibility that the MIR results state that this child has kinesthetic and musical intelligence tendencies, This means that they have potential in other fields when participating in learning activities in the shadow teacher's class, which are not based on one method. However, the choice of method is also adjusted to the student's needs. The learning method that shadow teacher usually uses is the demonstration method. In this method, shadow teacher teaches using movements or practices to clarify understanding or show students how to carry out an action so that it is better understood, and this method can also be combined with other methods.

In terms of academics, the student with low learning may indeed be slow at learning, but they may excel in other intelligences, as mentioned. Armstrong (2002) proposed seven stages of learning based on multiple intelligence theory: 1) focus on a specific purpose; 2) ask key questions related to multiple intelligences; 3) check the possibility of implementation; 4) exchange ideas; 5) choose appropriate activities; 6) determine the sequence of activity plans; 7) set an implementation agenda. In this activity, the teacher must focus on the concept of multiple intelligences and have various knowledge, skills, and creativity. Armstrong in (Legowo, 2017) also shares an example of a multiple intelligence learning guide model, which is called "the main materials and methods for teaching multiple intelligences". The multiple intelligence learning framework is grouped into four dimensions, namely: 1) dimensions of intelligence (eight types of intelligence), 2) learning activities, 3) material, and 4) learning strategies. Every student has varied intellectual strengths. Thus, Gardner (1999) proposes an approach that focuses on the "entry point" through multiple intelligences. There are 7 entry points, namely narrative, quantitative or arithmetic, basic logical or existential, aesthetic, practical, and social. Creating learning experiences at different entry points creates interest, and a sense of security allows students to learn more information in a fun way. The perspective of applying the theory of intelligence in the learning process encourages experts in the fields of educational psychology and learning to be involved in developing descriptive learning theories. The experts mentioned include Linda Campbell, Bruce Campbell, Dicnikson, Armstrong, McGrath, and Noble. In line with the research I conducted, learning based on multiple intelligence theory can be considered innovation and reform in the field of education and is a very important challenge to study in more depth.

The implementation of learning for Slow learner students

Prior to commencing the learning process in class for children with slow learning abilities, it is imperative for a shadow teacher to be adequately prepared by creating an individual learning program (PPI). Mercer & Lynch in (Farisia, 2017) state that the concept of personalized performance improvement is derived from the individualized educational program (IEP) that has been successfully implemented in the American education system. An Individualized Education Program (IEP) is a documented academic plan. ABK, an educational program, promotes the completion of assignments based on specific requirements and individual motivation (Haryati & Widia Winata, 2022). The objective of PPI is to align the requirements, assignments, and educational progress of students in order to optimize their capabilities (Khiyarusoleh, 2019). Hence, the PPI design focuses on addressing the requirements and fostering the growth of student interests. According to Article 8 of Minister of National Education Regulation No. 70, inclusive learning adheres to learning concepts that align with the character of the students. The PPI framework encompasses the students' skills, learning objectives, methods, development targets, and learning achievements. Additionally, there are specific components focused on fostering the development of students' multiple intelligences at MIM PK Kartasura, as the school incorporates the concept of multiple intelligences in its teaching approach. According to Istiningsih & Nisa (2015), basic education refers to a form of learning that is designed to fulfil the diverse requirements of children, resulting in the development of students with positive character traits and intellectual capabilities. Children with a slower learning pace may encounter a range of hurdles during the learning process. The potential factors contributing to the slow comprehension of teachings in children with learning difficulties include diminished concentration and memory capabilities, cognitive impairments, challenges in social interactions, and emotional factors within the school environment. Children with slow learning abilities must diligently finish projects and study with utmost focus in order to acquire instruction and attain favourable learning results (Mansyur, 2022). Nevertheless, it is a reality that children with slow learning abilities face challenges in fulfilling their obligations due to the gradual emergence of learning issues, which can lead to feelings of inferiority (Ernawati et al., 2023).

Thus, PPI is developed by combining children's abilities and needs. This is very important because when learning in class, students use varied learning methods due to various factors such as genetics, experience, individuality, potential, and different physical, emotional, and social problems. -different. Therefore, as a shadow teacher, you must be able to identify and apply various methods according to students' strengths, weaknesses, and learning needs. PPI is considered a way to provide learning program plans that are tailored to the individual needs and capabilities of each student and describes a form of adapting learning methods based on student characteristics to help students learn activities and be able to catch up and maximize their abilities. In this research, the PPI analysed is the PPI document for slow learners in the 2023–2024 academic year, namely: 1) PPI has formulated identity, diagnosis, observation results, student instructions, lesson content, development objectives, and learning plans; 2) excellence and students' capability to relieve shadow teacher in providing appropriate treatment; 3) clearly explaining activities, including learning objectives, strategies, and techniques; 4) clear individual involvement and time; and 5) assessment expressed in the form of final achievement indicators.

The implementation of learning at MIM PK Kartasura begins with alpha zone activities. The alpha zone is one of the treatments distributed by teachers to improve students' interpersonal intelligence (Saputri, 2016). The teacher carries out alpha zone activities from 07:00–07:15; after that, the students go to their respective classes for tahfidz. Alpha zone activities aim to build enthusiasm, cooperation, and socialization. After carrying out the alpha zone and tahfidz activities, the learning activities began. Slow-learner students were accompanied by shadow teacher, while other students were guided by the homeroom teacher. Shadow teacher prepares the best possible learning plan that will be used (Hadi, 2016). Shadow teacher organizes the material to make it easier for students to understand the teacher's explanation and repeat the material, especially for slow learners. Therefore, shadow teacher organizes time allocation as best as possible to achieve learning objectives even though the material is repeated. In line with research (Rofiah & Rofiana, 2017), learning activities need to be designed taking into account student difficulties. This means that the method used by shadow teacher must overcome difficulties and optimize its strengths. For example, for students who are slow learners, focus on simplicity and presenting material in a way that is easy to understand. Applying learning methods to students with slow learning progress is similar to other students; there are no significant differences, but shadow teacher uses a special approach for slow learners in doing their assignments. Shadow teacher applies various methods, one of which is the lecture method, which is integrated according to students' multiple intelligences. In its implementation, shadow teacher combines it with demonstrations. Therefore, this is the delivery that is explained in the middle of the student's MIR learning and results. How to implement it is accompanied by learning media, both conventional and IT-based, according to needs. Shadow teacher explains the material to slow learners by giving them examples. After explaining the material, ask again what the teacher explained. When using the lecture method, students who are slow learners sit alone and are accompanied by the shadow teacher with the aim of helping the shadow teacher provide guidance, advice, and special attention to children who are slow learners.

The obstacles faced by shadow teachers during learning

The obstacle that shadow teacher usually faces during the learning process is that students lack concentration and are not fully focused. Obstacles that arise are immediately overcome so that children who are slow learners can participate in learning with other students and get maximum learning results. One option to overcome these obstacles is by implementing varied interactive learning methods to support slow-learner children so that they are enthusiastic and attentive when

participating in learning activities. In line with research (Ritchie et al., 2015), each student is created to have different characteristics, including intelligence. Students who have better potential In the learning process, an individual's intelligence is not determined by the number of numbers obtained from mathematics and language evaluations or from intelligence tests (IQ) (Yakin et al., 2018). From the aforementioned perspective, it is beneficial for us to comprehend that intelligence entails the capacity to acquire knowledge and surmount challenges. However, in the present educational setting, certain teachers may not adequately prioritize the assessment of students' abilities and traits. It is imperative to possess the most recent advancements and rationales for the implementation of learning systems, such as the utilization of various intelligence-based learning. Students are provided assistance in maximizing their cognitive abilities and enhancing their areas of weakness by leveraging their skills in other domains. In addition, teachers will have a greater capacity to comprehend and cultivate kids' abilities and aptitudes.

Solutions to overcome obstacles

To overcome these obstacles, shadow teacher has a solution for slow learners. When the learning process reduces concentration and the student is disturbed and does not want to study, shadow teacher offers to study in their own room or in an inclusion room so that learning in the regular class is not disturbed and the student can concentrate again. After arriving in the room, shadow teacher calmed down as if he had been given motivation and asked what he was feeling at the moment so that shadow teacher understood the student's wishes. However, if the student still cannot concentrate, shadow teacher makes icebreakers or games to restore his concentration.

Conclusion

Based on the research findings, the implementation of learning models based on multiple intelligences for slow learners at MIM PK Kartasura has been tailored to the students' MIR results. According to the MIR results, this student exhibits kinaesthetic inclinations, indicating promise in non-academic domains despite struggling to comprehend the subject like his peers. Prior to the commencement of the learning process, shadow teacher has devised an Individual Learning Program that has been harmoniously incorporated with the students' diverse intelligences, taking into account the specific requirements and capabilities of each individual student. Shadow teacher employs several learning methodologies, such as the integration of lectures and practical exercises, which is efficacious due to the students' inclination towards kinesthetics intelligence. shadow teacher encountered the impediment of students lacking full concentration. To address this, shadow teacher proposed the option of providing separate study rooms and doing ice-breaking activities to restore students' focus.

Reference

Amir, A. (2013). Pembelajaran matematika dengan menggunakan kecerdasan majemuk (multiple intelligences). *Logaritma*, *I*(01), 1–14. http://jurnal.iain-padangsidimpuan.ac.id/index.php/LGR/article/download/196/177

Ardimen. (2016). Pengembangan multiple intelligence melalui pembelajaran integratif berbasis game. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, *2*(2), 107. https://doi.org/10.22373/je.v2i2.811

Armstrong, T. (2002). *Setiap anak cerdas: panduan membantu anak belajar dengan memanfaatkan multiple intelligence* (2nd ed.). Gramedia Pustaka Utama.

Ernawati, A., Sumiati, C., Hendrayana, S. P., Pertiwi, H., & Yunitasari, S. E. (2023). Optimalisasi pembelajaran untuk anak slow learner. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(6), 3767–3772. https://doi.org/10.54371/jiip.v6i6.2091

Farisia, H. (2017). Strategi optimalisasi kemampuan belajar anak berkebutuhan khusus (ABK) melalui program pembelajaran individual (PPI). *SELING: Jurnal Program Studi PGRA*, *3*(2), 1–17. http://jurnal.stitnualhikmah.ac.id/index.php/seling/article/view/116

Feryyal, V., & Anggraini, F. L. (2021). *Implementasi multiple intelligences system dalam kegiatan pembelajaran di sekolah dasar*. *5*, 42–52. http://ejurnal.staiattaqwa.ac.id

Gardner, H. (1999). *Intelligence reframed: multiple intelligences for 21th century*.

Hadi, F. R. (2016). Proses pembelajaran matematika pada anak slow learners (lamban belajar). *Premiere Educandum Jurnal Pendidikan Dasar Dan Pembelajaran*, *6*(3), 35–41. https://doi.org/10.25273/pe.v6i01.295

Haryati, T., & Widia Winata, A. S. (2022). Pengembangan program pembelajaran individual bagi siswa slow learner di SD Lab School FIP UMJ. *Jurnal Instruksional*, *4*(1), 34–61. https://doi.org/https://doi.org/10.24853/instruksional.4.1.%25p

Istiningsih, & Nisa, A. F. (2015). Implementasi multiple intelligences dalam pendidikan dasar. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, *7*(2), 182–196. http://ejurnal.staiattaqwa.ac.id

Khiyarusoleh, U. (2019). Peran orangtua dan guru pembimbing khusus kepada anak berkubutahan khusus (slow learner) di SD Negeri 5 Arcawinangun. *Jurnal Selaras : Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan*, *2*(1), 1–10. https://doi.org/10.33541/sel.v2i1.998

Legowo, E. (2017). Model pembelajaran berbasis penstimulasian multiple intelligences siswa. *Jurnal Kajian Bimbingan Dan Konseling*, *2*(1), 1–8. https://doi.org/10.17977/um001v2i12017p001

Mansyur, A. R. (2022). Telaah problematika anak slow learner dalam embelajaran. *Education and Learning Journal*, *3*(1), 28. https://doi.org/10.33096/eljour.v3i1.147

Marsudi, S., Hastuti, W., Studi, P., Guru, P., Dasar, S., & Surakarta, U. M. (2016). Implementasi pembelajaran inklusi bagi peserta didik. *The Progressive and Fun Education Seminar*, *1*(2), 478–485. http://hdl.handle.net/11617/7842

Misky, R., Witono, A. H., & Istiningsih, S. (2021). Analisis strategi guru dalam mengajar siswa slow learner di kelas iv SDN Karang Bayan. *Jurnal Renjana Pendidikan Dasar*, *1*(2), 57–65. https://prospek.unram.ac.id/index.php/renjana/article/view/73

Mulqoni'ah, I. (2020). Evaluasi Program Pembelajaran Berbasis Multiple inteligences di MI Muhammadiyah Program Khusus Kartasura tahun pelajaran 2018/2019. *Tesis Prodi Magister Pendidikan Agama Islam IAIN Surakarta*, 1–174. http://eprints.iain-surakarta.ac.id/593/1/ITA MULQONIAH.pdf

Nada, R. K. (2019). Mengembangkan Potensi Anak Melalui Implementasi Multiple Intelligence (Studi Analisis di SD IT Bina Anak Sholeh Yogyakarta). *Jurnal As Sibyan Jurnal Kajian Kritis Pendidikan Islam Dan Manajemen Pendidikan Dasar*, *2*(2), 48–63. https://www.ejournal.stainupwr.ac.id/index.php/As_Sibyan/issue/view/17

Nurfadhillah, S., Anjani, A., Devianti, E., Nursiah, Ramadhanty, N. S., & Mufidah, R. A. (2021). Lamban belajar (slow learner) dan cepat belajar (fast learner). *Jurnal Pendidikan Dan Ilmu Sosial*, *3*, 416–426. https://ejournal.stitpn.ac.id/index.php/pensa

Putra, Z. H., & Sucitra, W. (2017). Hubungan intelegensi dengan hasil belajar matematika siswa kelas V SD Negeri 68 Pekanbaru. *Jurnal Pendidikan Matematika*, *2*(2), 1–18. https://doi.org/10.18592/jpm.v2i2.1171

Ritchie, S. J., Bates, T. C., & Deary, I. J. (2015). Is education associated with improvements in general cognitive ability, or in specific skills? *Developmental Psychology*, *51*(5), 573–582. https://doi.org/10.1037/a0038981

Rofiah, N. hidayati, & Rofiana, I. (2017). Penerapan metode pembelajaran peserta didik slow learner (studi kasus di sekolah dasar inklusi Wirosaban Yogyakarta). *Naturalistic Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, *2*(1), 94–107. https://doi.org/10.35568/naturalistic.v2i1.108

Saputri, L. D. (2016). *Kegiatan alpha zone dalam mengembangkan kecerdasan interpersonal siswa di MIM PK Kartasura tahun ajaran 2016/2017*. Universitas Muhammadiyah Surakarta. http://eprints.ums.ac.id/id/eprint/51148

Setiawati, L. (2019). Pembelajaran berbasis multiple intelligences. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, *6*(2), 140–150. https://doi.org/10.24042/terampil.v6i2.5180

Sundari, F. S., Safitri, N., & Supena, A. (2022). Strategi pembelajaran berbasis multiple intelligence di sekolah dasar. *Jurnal Pendidikan Dasar*, *14*. https://doi.org/10.12928/fundadikdas.v3i3.2979

Yakin, M. N., Musakki, A., Zainullah, A. R., & Suheri. (2018). Hubungan IQ dengan motivasi belajar siswa Madrasah Ibtidaiyah Bondowoso. *Islamic Akademika*, *2*(2), 22–28.