

## EDUCATION MANAGEMENT BASED ON MULTIPLE INTELLIGENCE FOR DEVELOPING THE POTENTIAL OF STUDENTS

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**Abstrak:** Tujuan dari penelitian ini adalah untuk memahami bagaimana fungsi manajemen pendidikan dan bagaimana sekolah mengenali dan memaksimalkan potensi setiap siswa. Dengan pendekatan kualitatif interaktif dan format studi kasus, penelitian ini menggunakan metode deskriptif kualitatif. Menggunakan teknik observasi, wawancara, dan dokumentasi untuk mengumpulkan data penelitian. Berdasarkan temuan kajian tersebut, pengelolaan pendidikan dilakukan sesuai dengan delapan standar nasional pendidikan, antara lain standar isi, kelulusan, proses, sarana dan prasarana, pengelolaan, pembiayaan, penilaian, serta pendidik dan tenaga kependidikan. Setiap siswa itu unik dan memiliki potensi yang berbeda-beda, menurut administrasi sekolah. Selain itu juga konsisten menerapkan sistem multiple intelligence dimana setiap siswa melalui tahapan Multiple Intelligences Research (MIR), yaitu penelitian yang dilakukan oleh sebuah tim untuk menemukan jenis kecerdasan atau potensi yang dimiliki oleh setiap siswa. Dengan mengetahui jenis kecerdasan ini, guru dapat menerapkan teknik atau strategi mengajar yang sesuai dengan preferensi belajar siswa. Agar setiap anak dapat berkembang sesuai dengan bakat dan minatnya.

*Kata kunci:* manajemen pendidikan, sekolah, kecerdasan majemuk, pengembangan potensi, siswa

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**Abstract:** The purpose of this study is to understand how the management of education functions and how the school recognizes and maximizes each student's potential. With an interactive qualitative approach and a case study format, this study employs a qualitative descriptive method. Employing observation, interviewing, and documenting techniques to gather research data. According to the study's findings, education management is carried out in accordance with eight national education standards, including those for content, graduation, processes, facilities and infrastructure, management, financing, assessment, and educator and education staff. Every student is unique and has varied potential, according to school administration. Additionally, it is consistent in implementing a multiple intelligence system in which every student goes through the stages of Multiple Intelligences Research (MIR), which is research carried out by a team to discover the type of intelligence or potential possessed by each student. By knowing this type of intelligence, teachers can apply teaching techniques or strategies that are suitable for students' learning preferences. In order for each child to develop in accordance with his or her talents and interests.

*Keywords:* education management, school, multiple intelligences, potential development, students

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### Introduction

Because it equips people to become competent human resources, education is a very important aspect of life. This is so because it's thought that education can help people reach their full potential. The national education system is governed by Law No. 20 of 2003, which states that education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills

required by society, nation, and state. Education primarily consists of the first three components of education, namely the learning environment, which is planned and executed with the intention of making education successful. As a result, all issues pertaining to education must be thoroughly prepared. Second, education is able to give birth to smart people who have an interest in science and technology and touch on the cognitive, affective, and psychomotor aspects of students (Amstrong, 2005).

According to the philosophy of education, humans are born with three streams, namely: nativism, empiricism, and convergence. Nativism is when a child is born with potential in each of them; it remains only to find out what those talents are. Empiricism holds that a child's potential is influenced by the circumstances of the surrounding environment, and convergence is a collaboration between nativism and empiricism. Children who are born have potential and need environmental treatment to clarify what their talents are. There are four things that can affect a person's interest, including attention, curiosity, opportunity, fun, and enjoyment. With interest, someone will be motivated to learn something he is interested in. A person's interest in something can affect the talent that person has (Chatib, 2013). When a person has a continuous interest in the talent he has, that person's talent will develop properly. Conversely, someone's talent will be difficult to develop if that person has no interest in areas related to it. The fact is that many humans feel they do not have competence, and they even feel they have failed in living the process of life, including schoolchildren, where school should be a place for them to prepare themselves and develop their potential, but the educational process they go through is less meaningful and does not allow them to explore and develop their potential, so that when they graduate, they are confused in determining the direction of their life and do not know clearly the potential they have (Musfah, 2017).

On the other hand, Indonesian students actually have a myriad of achievements to be proud of internationally. Since the early 1990s, Indonesian students have won hundreds of gold, silver, and bronze medals at various world science Olympiads. In fact, until now, it has become a tradition for Indonesia to regularly win medals in international science Olympiads. The competence of our students is not in doubt at the Olympics. Why? Because the education system in Indonesia forces students to study hard. The duration of study is the longest in the world, and the subject matter is also the most extensive in the world. However, the Human Development Index (IPM) does not directly correlate with this. The HDI is a crucial metric for assessing how well a nation is doing in improving the standard of living for its people. With a score of 0.689, Indonesia's HDI falls into the very poor category globally and is placed 113th out of 188 nations. In ASEAN alone, Indonesia is far behind Singapore (9th), Brunei (30th), and Malaysia (59th). Also, still below Thailand (ranked 93rd) and the Philippines (ranked 98th). With that ranking, Indonesia is still in the middle country group, while neighboring Malaysia is in the high category (Ichsan, 2023).

In the educational institutions themselves, we see many teachers who are not yet independent; some teachers are colonized. The colonized teachers had learning implementation; many teachers had to make their own lesson plans, and the lesson plans were adapted to the school context, but the teachers bought and imitated the lesson plans themselves without the slightest re-actualization, so that when teaching, the teachers did not reflect an educator but rather a colonialist who forced learning and applied methods that were not necessarily accepted by their students, one of which is the lecture method, which is ingrained in teachers. Based on these facts, the object is a school that is concerned with developing the potential of students; even this school calls itself a human school because its founders are aware that there are still many schools in this country that have not treated all of their students in a humane way, such as a very heavy study load from morning to evening, a lot of homework so that even at night the children have to keep studying, and there are even teachers who enter the classroom only to give assignments; even all students are equalized on KKM grounds (Kamaruddin, 2023).

Educational institutions in general still have terms of ranking or class champions; even children who are classified as academically smart will be placed in one class, which is called the superior class, and so on. All children are stars, so all students are treated special because of the concept that all children have strengths and weaknesses. SOH calls itself an inclusive school; all students have deficiencies, but deficiencies are not a disgrace, and strengths are also not something to be proud of, the theory of different intelligences is thus applicable to schooling. According to the educational theory of multiple intelligences, every student is a star with unique abilities and potential (Reynaldo, 2022). These abilities and potentials include linguistic, logical-mathematical, spatial, kinaesthetic, musical, intrapersonal, and naturalist intelligences (Rachmad, 2023). The goal of education based on multiple intelligences is to alter human attitudes through instruction and training based on the nine agreed-upon intelligences so that they can be appropriately developed and directed in accordance with the talents that each individual possesses (Nugroho, 2023).

In Multiple Intelligences, there is the term "quantum learning, namely, the teaching style of the teacher

is the same as the learning style of students, so that before carrying out the learning process on the concept of Multiple Intelligences, there is a MIR (Multiple Intelligences Research) program (Parinussa, 2023). That is a program where each student is researched by the relevant team about intelligence as well as the right learning style so that the learning process is expected to combine the teacher's teaching style according to the learning style of the students (Ramli, 2023). For the learning process itself, the strategy is that the learner's learning style must be the same as the teacher's teaching style, so that the teacher who will teach must know exactly how the conditions of the class he teaches so that it is hoped that the learning process can run actively and be more enjoyable so that the learning process becomes more meaningful and even during the learning process the assessment has started because the assessment is more on process-based assessment and it is hoped that all the material can be understood by students and finally students enter the complete learning category based on their respective KKM so there is no more reason to give homework because actually giving homework is a follow-up to learning that has not been complete.

## **Method**

In this study, descriptive analysis techniques were applied with a qualitative approach. Case study research is another sort of research that was used in this study. In this study, data were gathered by observation, interviews, and a literature review. According to the data analysis method utilized in this study, qualitative data analysis is interactive and carried out constantly until it is finished, saturating the data. Data analysis tasks include data reduction, data visualization, and hypothesis generation or validation. The first step in the data analysis process is to review all of the data that was gathered from different sources, such as interviews, observations, and the review of documentation that was recorded in field notes, official documents, personal documents, drawings, photographs, and other forms of writing. Data reduction is the next phase, and it is accomplished by creating abstractions in the form of initiatives to create a core summary of statements and processes that must be maintained so that they remain in it. The next step is to compose a meaning that is unanimous and can stand alone, apart from other parts. The units are then categorized according to the theme discussed. This category is done while coding. The final stage of data analysis is to examine the validity of the data and then interpret it.

The process for this study started with short observations and interviews with instructors, students, parents, directors, HRD, vice principals, school principals, and teachers in an effort to learn more about the surroundings of the setting utilized as the backdrop for pre-research activities. The process of assembling a research proposal or design, which serves as a temporary guide for the research process to be carried out and is then presented in a seminar beforehand in front of the reviewing team, is the next step in preparing tools or materials for research. The next step is to apply for research permits from related parties to fulfil the administrative requirements of a research project. After the entire process is finished, researchers must get ready and pay attention to research ethics before entering the field to gather pertinent data in line with research goals. The gathered information is then examined. The researcher evaluated the field data with the pertinent theory in order to strengthen this study. Conclusions are reached at the end of this research process, and a comprehensive study report is then assembled for further evaluation.

## **Findings and Discussion**

From the results of the study, it was found that the calls between teachers and students are not all called father or mother; there are calls for Uncle, Sister, Brother, and others. This is of course very different from schools in general, where every teacher is greeted with Pak and the teacher is addressed as Mrs., but here the call is more like the daily call in the family. They also said that with that call, they hope there will be emotional closeness so that students and educators are closer and more intimate with each other. In determining the learning load for all students as much as 8 hours and 30 minutes per day, starting at 07.00 until 15.30. Before starting learning to do morning activities, namely an activity provided to all students as well as the entire teacher council with a 30-minute time limit in the morning, which aims to better mentally and spiritually prepare students and the teacher council to carry out learning activities every day.

In addition to the activities that are academic in nature carried out in schools, they also have supporting activities that make students not feel bored with continuous activities in class, which the authors get from direct information from representatives of the curriculum sector and from the existing academic calendar. From the results of the curriculum presentation, it can be seen that the existing curriculum structure consists of groups of compulsory subjects. Subjects for groups of specialization Group A and group B make up the two compulsory subject divisions. Indonesian language, mathematics, Indonesian history, and English make up compulsory group A. Compulsory group B is made up of Pancasila and civics education. Following are the required group B subjects: The following subjects are taught: Sundanese, Japanese, BK, Arts and

Culture, Physical Education, Sports and Health, and Crafts and Entrepreneurship. While the specialization group is divided into two fields, mathematics and science and specialization in the social field, when determining the minimum completeness criteria, taking into account the average ability level of students, the complexity of competencies, as well as the ability of supporting resources and the implementation of learning. Based on the author's findings, the graduation standards here have specific standards, namely life skill competencies that are part of the graduation standards that must be achieved by students. Where life skill competence is not a passing standard at BSNP. Life skills are only a supporting element, while life skills are the standard for graduation in the form of problem-solving competence, IT competence, and international language competence, namely English.

The learning process is carried out using student-centred learning methods where learning is student-centred; besides that, the learning method is also a project-based learning strategy, namely a learning model that is packaged in the form of up-to-date themes in a fun project. To create a maximum learning process, the teachers, before teaching, make a lesson plan, or RPP, in which the lesson plan takes into account the conditions and the type of intelligence of the students so that the learning strategy is the same as the learning styles of the students. So, each lesson plan must be consulted in advance with the GA, or Guardian Angel, of each teacher. The learning process pays more attention to the types of intelligence and student learning styles so that the teacher conveys one material with various methods and approaches and that the lesson plan adapts to the method used by the teacher. Assessment is not only based on learning outcomes; a series of learning processes become part of the assessment because for each learning process, each teacher must create an assessment rubric based on learning activities. In addition, there is no term for daily tests, midterm exams, and so on, because all grades already exist when learning takes place.

MIR has a positive impact on institutions and teachers because it is very helpful in the learning process, especially for making learning methods according to what is needed by students, and for this institution, it can be a guideline to convey to parents that school and home must work together to get maximum results. To create the best process, first conduct research called Multiple Intelligence Research (MIR) as a material or reference for formulating teaching methods and knowing the potential of each student in the hope that the learning process will be carried out more meaningfully and on target. The MIR instruments or tools total 48 questions, which represent the character or characteristics of the 8 types of intelligence, namely: 1). Linguistics; 2) Logical Mathematical; 3) Spatial Visual; 4) Kinesthetics; 5) Music; 6) Interpersonal; 7) Intrapersonal; and 8) Naturalist. For every question, the students or respondents have 60 seconds or 1 minute to give an answer, so before starting, the observers set the stopwatch first. For each answer, there is still a score, and there is no zero. The score range is, if there are only two possible answers, between 5 and 1, but if the answer is one of the three answers, then the score is 5, 3, and 1.

The MIR carried out in-depth research related to the habits of students. The number of questions given is also quite a lot, namely 48 questions, and all of them represent the 8 types of intelligence formulated by Howard Gardner. For each question, students have 60 seconds or 1 minute to answer the question, so to answer it takes at least 48 minutes, plus the method. The methods used by observers start from building closeness as well as motivating students to provide answers, or even providing examples first so students can easily understand the contents of the questions. In addition, making the MIR schedule is very important because, considering the time needed is quite long, the right time efficiency is very important to every observer. The MIR schedule for new students will be made immediately available when the prospective students register at the beginning. For class XI students, the schedule is made for each student so that all students do not necessarily carry out MIR on the same day.

When you have the MIR results, parents and students will get material called DCC (Design Aspirations), where the MIR results that have been obtained will be shared with parents, and the MIR results will be a reference for schools and also parents, of course, to design the ideals of students based on the results of the MIR. In this DCC, the Director of school, was the speaker. In addition, the MIR results will also be a reference for parents to maximize their children's talents and interests so that the synchronization between school and home can run smoothly. In maximizing all the potential possessed by their students, teachers are required to always be creative and innovative in presenting lessons; therefore, before carrying out learning, they first prepare a lesson plan, or RPP. In compiling a lesson plan, a teacher first knows the characteristics or learning styles that suit their students so that the methods or strategies that will be carried out are right on target so that learning runs effectively and efficiently. Besides that, one thing is emphasized to every teacher: learning must always be fun for all students, and one of the keys is the teacher's teaching strategy, which is the same as the student's learning style.

The learning strategies carried out by the teacher are very diverse and varied, depending on the type

of intelligence possessed by the students. For students who have linguistic intelligence, of course, they will often talk and sometimes chatter while learning takes place, so sometimes students like that are immediately branded as stubborn children who do not know manners, even though that is a sign that these students really like to talk. and he is intelligent in language or linguistics, so to maximize his potential, the teacher makes a strategy or method of discussion so that his linguistic intelligence is channelled and even gets awards and recognition. Linguistics is also part of intelligence; it's just how we place that intelligence according to the place and time. There are several strategies that are applied to children who have linguistic intelligence to accommodate their intelligence and soar to their potential. The strategies are as follows:

In the discussion strategy, usually the teachers have set a topic to be discussed among students in the hope that, after the discussion, they will reach a conclusion. It is not possible for students to formulate their own conclusions on the material that has been given by the teacher concerned and will indirectly bring up the appropriate strategy. other. One thing to keep in mind is that this discussion process will also include an assessment. The scientific debate that is usually applied is that the teacher divides students into several groups, which can be individuals or groups, where there will be arguments or ideas on one topic of discussion. There will usually be pros and cons for this debate method, and other teachers will act as judges. Presentations made by the teacher to students are presentations related to subjects or fields of study with certain topics, and usually presentations are project material, so the results must be presented in front of the teacher and his friends.

In addition to the above strategies, based on information from the teacher, there are several other strategies that are applied to students who have a tendency to be intelligent in the linguistics field, namely jigsaw, demonstration, and drama, but these strategies are only another alternative when there are broader materials and as an innovation to continue making every learning activity active and cooperative with each other. Based on the results of the interviews, for students who have kinesthetics intelligence, the teachers also apply several strategies, but one thing to remember is that kinesthetics students for high school students are different from students in the elementary category who may find it difficult to sit and listen, but students for SMA level are more about intelligence in terms of physical nature and usually enjoy sports activities or learning by doing something related to learning, while the strategies that teachers use for students who tend to have kinesthetics intelligence are basketball, creative movement, snakes and ladders, and d). Simulation. For students who have logical-mathematical intelligence, teachers apply several strategies that are suitable for logical-mathematical students of all types of intelligence that each student has, so this type of intelligence is one that is very easy to develop learning strategies for because for students who tend to be logical-mathematical, the strategies are quite simple, such as quizzes, questions and answers, case studies, sudoku, practice questions, and so on. Students who tend to have visual spatial intelligence also have teachers who present learning that is in accordance with their learning style. Students with this intelligence are children who like to make or see pictures and even visualize all learning material so that it is easier for the participants' brains to record and educate.

From the several strategies above, it can be seen that learning is very fun and that the strategies are very diverse and varied. This proves that before starting learning, the teachers really prepare themselves and prepare materials and strategies that are adapted to the learning styles of students. With these various strategies, it proves that schools emphasize and prove that in order to create effective and efficient learning, professional teachers are needed to manage good learning. To develop the potential of students, not only relying on various types of learning strategies in class but also creating extra-curricular clubs or clubs with the hope that all talents and potential possessed by students can be really well honed so that it becomes their passion said the principal of the school.

For linguistic intelligence, activities are made as a means or forum for expressing their intelligence, namely by creating a literacy club for Indonesian and an English club, where in the club students get various activities such as visiting the library, making vlogs, learning to write, and visiting museums. in collaboration with the Ministry of Education and Culture. Of all the activities above, students were very enthusiastic about making vlogs, and this was also facilitated by the School of Human Channel. For kinesthetics intelligence, students choose based on their interests. We also facilitate several clubs for students, such as badminton, taekwondo, basketball, futsal, and traditional games. For students who have visual and spatial potential, they are facilitated with painting and clevio classes, where they hone and express their intelligence through clubs. For musical intelligence, it provides a training platform to develop its potential, as for other types of development such as bands, vocalists, and instruments. To hone and develop the potential of students who have more interpersonal intelligence in daily applications, they are directed to get involved in both internal and external organizations. To hone and develop the potential of students who have more interpersonal intelligence in daily applications, besides that they are directed to get involved in both internal and external

organizations. Naturalist intelligence is developed with gardening clubs and super camps, and there are field trips related to the themes that will be the material, but this field trip also involves all other students because they are part of the school program.

Based on the findings, all potential development of each student gets the same treatment, so that all potential can develop, and it is not impossible when students know exactly what type of potential they have, so that when they continue their education to the next level, they already know what major is most appropriate for themselves or what work is according to their abilities. This proves that education has truly become a place to improve and develop the potential of students.

## Conclusion

Eight national education standards (BSNP), including content standards, graduation standards, process standards, funding standards, assessment standards, management standards, infrastructure standards, and standards for educators and education staff, are still largely referenced by the current multiple intelligence-based education management system. However, there are things that are different or unique to the school itself, such as terms that are different from schools in general, where the subjects themselves are divided into four types, namely, core lessons, drawing lessons, academics, and activity units. In mapping out all the potential of the students applying MIR, or Multiple Intelligence Research, the school divides the results of the MIR into several diagrams, namely: The identity of the MIR participants is raised so that the results of each MIR participant are clear and there are no data errors that result in treatment or stimulus errors. The table of intelligence tendencies is the result of the MI, so that the tendency of the intelligence of the MIR participants can be seen from the most dominant to the intelligence that is considered not dominant. Recommendations for MIR participants contain information on how to optimize the intelligence of MIR participants so that the treatment or stimulus given is appropriate both during study assistance and with suggested daily activities. The school's efforts in developing the potential of each student with several approaches such as teaching and learning activities (KBM) both in class and outside the classroom, of course, with various strategies based on the intellectual tendencies of their students. For the learning activities of the teachers in developing teaching strategies based on the results of MIR students. In addition, schools offer a wide range of extracurricular activities that are catered to each student's needs and level of intelligence, allowing them to grow in accordance with their individual intelligences.

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