



An Analysis on the implementation of Multiple Intelligence-Based Character Education Management Model in Junior High Schools in Gorontalo Province

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Abstract— *The research aims to: a) analyze the design of multiple intelligence-based character education management planning, b) analyze the procedure performed by the school in implementing the multiple intelligence-based character education, c) analyze the implementation of integration of multiple intelligence-based character value in learning, d) analyze the implementation of multiple intelligence-based inbound and outbound activities, e) analyze the availability of supporting resources in the implementation of multiple intelligence-based character education, f) analyze the development of students' character quality, g) analyze the quality assurance of multiple intelligence-based character education management, and h) analyze the regional government support in the multiple intelligence-based character education management. This research employs an explanatory method where the data are collected by using questionnaire, interview, observation, and documentation. Meanwhile, the data analysis applies explanatory analysis. The findings reveal that the implementation of multiple intelligence-based character education management model in Junior High Schools in Gorontalo Province achieves a good category. The result of analysis in every indicator indicates that: a) the school has designed the multiple intelligence-based character education management planning and included in the School Work Plan, b) the procedure of multiple intelligence-based character education management is performed by referring to the predetermined standard operating procedure, c) the integration of character value in the learning is done by applying active, creative, effective, and fun learning approach to find students' experience as a base of positive character value habitation, d) the inbound and outbound activities are organized consistently by following a determined schedule and emphasize on intellectual, emotional, and spiritual character strengthening of the students, e) the supporting resources for character education management has been well-provided, f) the students' character quality has developed optimally particularly the emotional and spiritual characters, g) the quality assurance has been able to ensure that the multiple intelligence-based character education management has run well, and h) the regional government has supported the implementation of character education well, however improvement is required in aspects of raising fund and giving reward for school that manages to develop the multiple intelligence-based character education.*

Keywords— *Analysis, Model, Character Education, Multiple Intelligence.*

I. INTRODUCTION

Indonesia's demographic bonus contains high potential to improve the quality of character amid the current moral crisis in the nation. The common instances of moral crisis encountered by Indonesia are students'

brawl behavior, lack of discipline, drug use, and consumption of alcoholic drinks among students. The behaviors have indicated the worsening of moral degeneration and weakness of students' character, which have a broad impact on education. Therefore, the problems

are identified as a threat to Indonesia's demographic bonus from 2030 to 2045.

The previous reality shows that there is a need for improvement in character education management among the students. Accordingly, such a phenomenon has motivated many researchers to develop a model for managing character education, and one of them is Masaong et al., who conducts research in 2017. Masaong's research topic was the development of a multiple intelligence-based character education management model that was conducted as an effort to overcome the moral crisis in the country. Also, it aimed to save Indonesia from failing to take advantage of the demographic bonus if it was unable to solve the students' character problems from an early age.

Masaong (2017: 2) suggests that the multiple intelligence-based management model for character education is developed through three main activities, which are; a) integration in subjects, b) inbound and outbound activities, and c) habituation activity. The multiple intelligence-based education management model for the last 3 years has been trained and disseminated randomly in junior high schools throughout Gorontalo Province. The training and dissemination aim to generate intelligent and creative students who uphold values of truth, honesty, discipline, and an introspective attitude.

The results of observation signify that schools trained with the multiple intelligence-based character education management have partly carried out character education activities in accordance with the trained concepts. However, some schools still need assistance in its implementation. Muzamil (2019: 35-36) emphasizes that teacher assistance in implementing character education is needed to generate maximum results in fostering positive habit and character for students.

Also, another observation indicates that the involvement of stakeholders, particularly school committees, in managing character education is not optimal. The school committee has not been able to take an optimal role in planning and raising fund to support multiple intelligence-based character education. Research conducted by Lickona, Schapss & Lewis (Lies, Bronk, & Mariano, 2018: 521) states that committees and schools need to partner in developing the students' character. Then, parents through the school committee can take part and build communication with the school in developing the students' character as well as can provide financial support in the implementation of character education in schools.

In conformity with the earlier description, it is necessary to have an in-depth analysis on the implementation of multiple intelligence-based character

education to find solution in regards to implementing character education in schools. Additionally, it is done to obtain a real depiction and analysis of the schools' level of success in managing multiple intelligence-based character education and its impact on the improvement of students' character quality.

II. THEORETICAL FRAMEWORK

Character Education

A character can be considered as values of human behavior related to the Almighty God, oneself, fellow human being, environment, and nationality, which are manifest in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, and manners, culture, customs, and aesthetics. Samani and Hariyanto (2018: 41) suggest that character is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the sphere of family, society, nation, and state.

In relation to the concept of character education, Ryan & Bohlin (2004: 3) interpret character education as everything that teachers do, which is able to influence the students character. Teachers help shape the students' character, including modeling how teachers behave, how teachers speak or deliver material, how teachers tolerate, and various other related things. The Ministry of Education and Culture (2010: 4) argues that the actualization of character education can be grouped into: spiritual and emotional development, intellectual development, sports and kinesthetic development, and affective and creativity development.

Based on the previous elaboration, character education is a type of education applied by integrating character values in learning and doing positive habituation to students so that each student understands the noble values in school, home, and society and is able to actualize these positive character habits in social life context.

Multiple intelligence

The term Intelligence is not new. However, in line with the development of science, intelligence develops too. Masaong (2011: 18-19), after conducting an in-depth study of intelligence, concludes that in general, intelligence can be grouped into three types, intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). These three intelligences can include other intelligences such as social intelligence by Goleman (2003), adversity intelligence (Ronnie, 2016), language intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence by Gardner (2018). Another consideration is referring to the neuroscience study, which concludes that in the human

brain, there are three nerve components related to human intelligence: (a) neocortex, (b) limbic system, and (c) temporal lobe. The neocortex functions to regulate intellectual intelligence (IQ), the limbic system functions to regulate emotional intelligence (EQ), and the temporal lobe functions to regulate spiritual intelligence (SQ).

Masaong (2017: 19) argues that referring to the concept of intelligence proposed by Neuroscientists, and it can be emphasized that the main key to the success of managing multiple intelligence-based character education for students in schools is highly dependent on the ability of teachers to develop and synergize potential for intellectual intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ). Character education that is developed in totality by synergizing intelligence (IQ, EQ, and SQ) can generate “*mutmainnah*” human being.

The Implementation of multiple intelligence-based character education management model

The implementation of multiple intelligence-based character education management model is an urgent need that needs to be done in order to change the paradigm of thinking of education stakeholders, especially teachers, school principals, and supervisors, who for decades, have been told about the paradigm of intellectual intelligence solely to measure the success of students. Masaong (2017: 3) suggests that the implementation of multiple intelligence-based character education management model is carried out on eight main components which include: a) analysis of multiple intelligence-based character education management planning, b) analysis of procedures applied by schools in managing multiple intelligence-based character education, c) analysis of the implementation of character value integration activities based on multiple intelligence in learning, d) analysis of the implementation of inbound and outbound activities in the multiple intelligence-based character education management, e) analysis of the availability of supporting resources in the implementation of multiple intelligence-based character education, f) analysis of the development of students' character quality after being accustomed to multiple intelligence-based values, g) analysis of quality assurance of multiple intelligence-based character education management, and h) analysis of regional government support for the implementation of multiple intelligence-based character education.

Based on the overall description, it can be synthesized that the analysis on the implementation of the management model for multiple intelligence-based character education is an in-depth assessment process of the management of character education which is carried out systemically through planned activities and is focused on testing the success of model developed based on certain norm references so as to provide a comprehensive and specific overview about the implementation of multiple intelligence-based character education management model.

III. RESEARCH METHODOLOGY

The research was conducted in junior high schools in Gorontalo Province, particularly those schools in Gorontalo City, Gorontalo District, and Boalemo District. The locations are selected due to the Districts/City are test sites for the implementation of the multiple intelligence-based character education model in Gorontalo Province. This research is an explanatory study using quantitative analysis with a qualitative explanation. Explanatory research is research that is fundamental in nature and aims to obtain information, information data, and other things that are still unidentified because of its fundamental nature. Therefore, this research is also called exploration research. The main data sources in this study are junior high school teachers in Gorontalo Province, particularly those registered as teachers in Gorontalo City, Gorontalo District, and Boalemo District, which are selected purposively. The data collection techniques used in this study are: a) questionnaire, b) observation, c) documentation, and d) interview. Then, steps of quantitative and qualitative data analyses are employed to help analyze the research.

IV. RESEARCH FINDING AND DISCUSSION

Research Finding

The research finding shows that of the eight indicators analyzed, four of them achieve an excellent category, and the rest four indicators achieve a good category. The results of the analysis on the implementation of the multiple intelligence-based character education management model in junior high schools in Gorontalo Province are shown in the following diagram:

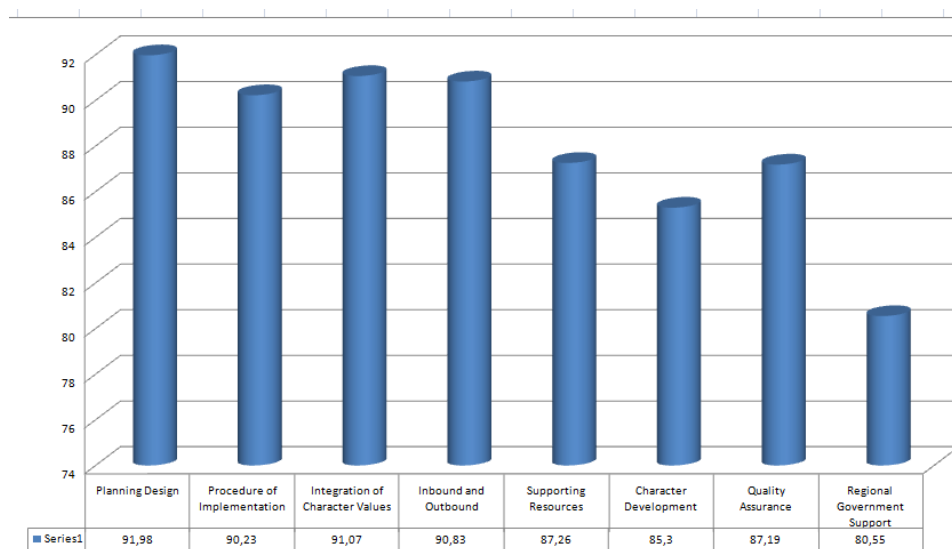


Fig.1: Diagram of the analysis of implementation of multiple intelligence-based character education management model

This diagram shows that the implementation of multiple intelligence-based character education management model in junior high schools in Gorontalo Province signifies a good result. The planning design for managing multiple intelligence-based character education, school procedures for managing multiple intelligence-based character education, implementing multiple intelligence-based character value integration activities in learning and implementing inbound and outbound activities, the management of multiple intelligence-based character education achieves an excellent category. This fact shows that schools have careful planning in managing multiple intelligence-based character education. The implementation mechanism for character education also follows appropriate standard operating procedure so as to optimize the character education management process. Also, the process of integrating character values in learning and inbound and outbound activities is carried out very well. Therefore, this strengthens the inculcation of multiple intelligence character values in students.

The diagram also reveals the achievement of indicators for the availability of supporting resources in the implementation of multiple intelligence-based character education, the development of the students' character quality, quality assurance of multiple intelligence-based character education management, and support from the regional government for the implementation of multiple intelligence-based character education achieve a good category. However, there are several descriptors require improvement, including stakeholder engagement in supporting habituation activities, evaluation, and feedback which are carried out regularly, as well as institutional support for school committees in helping schools to raise fund for improving the students' character quality. The

aspect in the student's character that needs to be improved is an intellectual character with a focus on literacy and numeracy abilities. Community engagement in assisting habituation activities also needs to be optimized so that it supports habituation activities carried out at the school and home. In Addition, the support from regional governments in character education management, particularly those related to funding and giving rewards, needs to be increased so as to provide motivation for stakeholders in performing the job well.

Discussion

The analysis on multiple intelligence-based character management is designed in the form of a character house that shows the actualization of character education management in schools and its improvement strategies. The results of the analysis show eight components that are the pillars of character education analysis based on multiple intelligence. Each pillar contains two components of analysis with strategies to improve or enhance it so as to optimize the management of character education in schools. The analysis pillar of the management of multiple intelligence-based character education is supported by the school culture and the process of habituating character values. School culture is a foundation in character education. Characters that have been embedded in school environment will be remembered well by every school personnel to make all activities related to positive characters become habits so that they become a culture in school. Additionally, the school-related character will be more effective if it is consistently implemented at home, school, and the community.

Strategies carried out to overcome problems related to character education are expected to make a

significant contribution to the formation of intellectual virtues so that they become moral morals. Morals are believed to be able to make students become good citizens so as to form ideal character performance. Systemic efforts are made to improve the quality of management of multiple intelligence-based character education so that students are equipped with the ability to compete in the Fourth Industrial Revolution and able to deal with the challenges of the 21st century.

V. CONCLUSION

As crystallization of the research finding and discussion, it is concluded that the implementation of multiple intelligence-based character education management models in junior high schools in Gorontalo Province achieves a good category. The results are the summary of the analysis of the following indicators:

1. The design of multiple intelligence-based character education management planning achieves an excellent category.
2. The procedure applied by the school in managing the multiple intelligence-based character education achieves an excellent category.
3. The analysis on the implementation of integration of multiple intelligence-based character values in the learning achieves an excellent category.
4. The implementation of inbound and outbound activities related to the multiple intelligence-based character education achieves an excellent category.
5. The availability of supporting resources within the implementation of multiple intelligence-based character education achieves a good category.
6. The development of students' character quality achieves a good category.
7. The quality assurance of multiple intelligence-based character education management achieves a good category.
8. The regional government support on the implementation of multiple intelligence-based character education achieves a good category.

RECOMMENDATION

1. Excellent achievement in quality of character education planning achieved by the school has to be maintained by following certain procedure or predetermined phases, from the initial mapping of students' character, integration design, inbound and outbound to habituation activity by involving engagement of educational stakeholder at the school.
2. The procedure in implementing the multiple-intelligence based character education has to be conducted consistently by paying attention to the continuity of implementation of evaluation and

feedback to adhere to the predetermined Standard Operating Procedure.

3. The integration of multiple intelligence character values in the learning should refer to the students' experience at home or in a community so that it is more contextual and meaningful.

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