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IMPLEMENTATION OF AN INTELLIGENCE-BASED LEARNING MODEL TO IMPROVE THE ACADEMIC ACHIEVEMENT OF THIRD GRADE STUDENTS AT SDN 2 BOYEMARE

[1]Nunung Julianti, [2]Ida Wahyu Wijayati, [3]Erlina Yuliastuti

[1]Student, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Doktor Nugroho University Magetan, Indonesia
[2]Lecturer, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Doktor Nugroho University Magetan, Indonesia
[3]Lecturer, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Doktor Nugroho University Magetan, Indonesia

Corresponding Author's Email: nunungjulianti9@gmail.com

ABSTRACTS

Learning in elementary schools requires a learning model that can accommodate students' various potentials and intelligences so that the learning process becomes effective and meaningful. However, the learning achievement of third-grade students at SDN 2 Boyemare was still not optimal because the learning process tended to be teacher-centered and paid less attention to students' different abilities and characteristics. This study aimed to determine the implementation of an intelligence-based learning model and its implications for improving the learning achievement of third-grade students at SDN 2 Boyemare. The research questions are:1) How is the implementation of the intelligence-based learning model forthird-grade students at SDN 2 Boyemare in the 2025/2026 academic year? 2) What are the implications of the intelligence-based learning model in improving the learning achievement of third-grade students at SDN 2 Boyemare? This study employed a qualitative approach with a descriptive research design. The research subjects consisted of the principal, the third-grade teacher, and 30 third-grade students of SDN 2 Boyemare. Data were collected through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results showed that the intelligence-based learning model was implemented effectively through learning activities adapted to students' characteristics. The implementation of this model had positive implications for improving students' learning motivation, participation, understanding of learning materials, and learning achievement in the third grade at SDN 2 Boyemare

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INTRODUCTION

Primary education serves as a foundational and critical stage in the development of a student's intellectual abilities and character. At the elementary school level—specifically for third-grade students at SDN 2 Boyemare—children are in a period of rapid cognitive development and are beginning to exhibit unique, individual learning styles. In practice, however, classroom instruction often remains conventional, frequently overlooking the differences in individual student intelligence. This can lead to difficulties in grasping subject matter, ultimately resulting in lower academic achievement.

There is a pressing need for instructional approaches capable of accommodating the diverse intellectual potential of students. One highly relevant approach is the model based on Howard Gardner's theory of multiple intelligences. This theory posits that every individual possesses various types of intelligence—such as linguistic, spatial, interpersonal, kinesthetic, and naturalistic intelligence. By utilizing a model rooted in these concepts, teachers can design more varied instructional strategies tailored to the specific characteristics of their students (Howard Gardner, 1983, p. 11).

Implementing a multiple-intelligences-based learning model is believed to foster a more active, engaging, and meaningful learning environment. When students learn in alignment with their specific intellectual strengths, they find it easier to comprehend material, become more motivated, and demonstrate improved academic performance. Consequently, it is essential for third-grade teachers at SDN 2 Boyemare to develop and apply instructional models centered on student intelligence as a means to enhance overall learning outcomes.

An instructional model is a crucial component that can directly boost student engagement, which in turn influences the development of their intellectual capacity. Furthermore, brain-based learning (BBL) models have been shown to be more effective in improving student achievement compared to traditional approaches.

In principle, every learner possesses more than one type of intelligence. Pre-existing intelligence is an inherited factor—an innate capacity that every individual possesses, which serves as a foundation for interaction and optimal development (Sugiarto, 2007). When such potential is nurtured, it can yield extraordinary results. Educators play a significant role in developing the potential of their students, tailoring their approach to the specific styles and characteristics of each learner (Howard Gardner, 1983).

Classroom instruction that incorporates an intelligence-based learning model tends to be dynamic. This is evident in the active engagement of students throughout the entire learning process, from start to finish. Students show great enthusiasm for the material—for instance, when tasked with creating a song based on the content they are studying in an Indonesian language lesson. To achieve learning objectives, it is essential to select appropriate approaches, models, methods, and strategies—choices that can effectively unlock the full potential of every student. There are various instructional strategies available to educators, one of which is the intelligence-based learning strategy.

The implementation of an intelligence-based learning model is a process of applying instructional strategies, methods, and approaches in the classroom designed to accommodate the diverse types of intelligence found in learners. This model is rooted in the understanding that every individual possesses unique potential and distinct ways of learning; therefore,

instructional approaches must be tailored to ensure the learning process is both optimal and meaningful. This model is closely linked to the Theory of Multiple Intelligences, developed by Howard Gardner, a psychologist and professor at Harvard University. Gardner challenged the traditional view that intelligence is limited solely to logical-mathematical and linguistic abilities. He proposed that humans possess at least eight primary types of intelligence.

Within the realm of psychology, the concept of multiple intelligences has been adapted for the field of education, evolving from a theoretical framework into a pedagogical strategy applicable to any subject matter. At its core, the theory of multiple intelligences focuses on how an educator structures their teaching style to ensure it is easily understood by their students. As a learning strategy, multiple intelligences involve a series of instructional activities aligned with the learning outcomes specified in the syllabus. The goal of this approach is to cultivate the potential inherent in each learner; since individuals possess more than one type of intelligence, these various facets can be nurtured and developed. Furthermore, this approach allows students to showcase their specific strengths (Syifaunajah et al., 2020, p. 183).

According to Howard Gardner, intelligence is not confined to specific academic abilities. Every individual possesses a variety of potentials and capabilities that can be developed through the learning process—including scientific aptitude. As noted by Smith, individuals with this type of intelligence tend to work with data to identify patterns and relationships. Furthermore, they have a strong affinity for numbers and can easily interpret data and analyze abstract patterns. Inductive, deductive, and rational thinking are inherent traits of individuals who possess logical-mathematical intelligence. Consequently, those with a strong aptitude in this area take great pleasure in calculating, asking questions, and conducting experiments.

Based on the background provided, the following research questions are proposed: 1) How is the intelligence-based learning model implemented among third-grade students at SDN 2 Boyemare for the 2025/2026 academic year? 2) What are the implications of the intelligence-based learning model for improving the academic achievement of third-grade students at SDN 2 Boyemare?

RESEARCH METHODS

The research design and the steps to be taken by the researcher, utilizing a qualitative approach. This study aims to gather information regarding the assessment system for learning outcomes, specifically within productive (skill-based) subjects. The information obtained will serve as a foundation for developing recommendations to support decision-making concerning an assessment system for an intelligence-based learning model, intended to improve the academic achievement of third-grade students at SDN 2 Boyemare for the 2025/2026 academic year. The research model employed to assess effectiveness is the "Discrepancy" evaluation model, developed by Malcolm Provus. The term "discrepancy" refers to a gap; according to Madaus, Scriven, and Stufflebeam (1993), this model is based on the premise that to determine the viability of a program, an evaluator can compare what is expected to occur (the standard) with what actually occurs (the performance) (Darodjat and Wahyudhiana, 2015, p. 7). By comparing these two elements, one can identify whether a

discrepancy exists between the established standards and the actual performance. Developed by Malcolm Provus, this model is designed to analyze a program to determine whether it should be continued, improved, or discontinued (Fauzobihi and Supriyati, 2021, p. 9). The model emphasizes the detailed and measurable formulation of standards, performance, and discrepancies. The research subjects—the individuals or settings from which data is collected—include the students targeted by the intelligence-based learning model, as well as the classroom teacher. The teacher serves as a supporting subject, given their role in facilitating the learning process and providing information regarding the implementation of the intervention. Data collection techniques represent the most critical step in the research, as the primary objective is to obtain information concerning the implementation of the learning process, student activities, and improvements in academic achievement following the application of the intelligence-based learning model. In this study, the methods used for data collection are: 1) Observation, 2) Interviews, and 3) Documentation. Miles and Huberman define data analysis as the systematic organization of data gathered in the field—obtained through observations, interviews, and other sources—to enable the drawing of conclusions.

RESEARCH RESULTS AND DISCUSSION

This discussion aims to examine in depth the research findings regarding the implementation of an intelligence-based learning model designed to improve the academic achievement of third-grade students at SDN 2 Boyemare. The analysis integrates data from interviews, observations, and documentation with relevant theories. This discussion does not merely provide a descriptive account of the findings; it also situates them within a broader theoretical framework to explain how an intelligence-based learning model can assist students in understanding course material, developing their individual potential, and enhancing their learning outcomes.

1. Implementation of an Intelligence-Based Learning Model for Third-Grade Students at SDN 2 Boyemare.

   Based on the research conducted in the third grade at SDN 2 Boyemare, the implementation of an intelligence-based learning model demonstrates that the instructional process takes into account the varying abilities and potential of each student. The teacher incorporates a range of learning activities designed to accommodate students' diverse intelligences—such as group discussions, question-and-answer sessions, drawing, storytelling, educational games, and simple practical exercises related to the subject matter.

   These findings align with the theory of Multiple Intelligences proposed by Howard Gardner, which posits that every individual possesses different types of intelligence. Consequently, instruction should be designed to provide every student with the opportunity to develop their own unique potential.

   In practice, the teacher acts as a facilitator, supporting students in their learning process in accordance with their individual characteristics and abilities. This aligns with Jean Piaget's constructivist theory, which posits that knowledge is actively constructed by students through their own learning experiences. Rather than merely delivering content,

the teacher provides opportunities for students to discover and grasp concepts through a variety of learning activities.

Observations indicate that students are more active throughout the learning process. They engage in discussions, answer questions, complete group assignments, and express their opinions in front of the class. This demonstrates a student-centered learning approach. According to Trianto, student-centered learning enhances student engagement in independently building knowledge and skills. The motivation provided by the teacher has a positive impact on students' self-confidence and enthusiasm for learning.

Observations further show that the teacher acts as a guide, offering support to students who encounter learning difficulties. The teacher approaches these students directly to provide additional explanations, helping them understand material they had previously found challenging. This approach enables students to complete their tasks more effectively.

In the role of classroom manager, the teacher successfully fosters an orderly and conducive learning environment. The teacher organizes seating arrangements, facilitates group discussions, and maintains order throughout the lesson. An organized classroom environment allows students to concentrate better on their studies.

The teacher also fulfills the role of an evaluator, conducting assessments through question-and-answer sessions, individual and group assignments, and practice exercises. The results of these evaluations are used to gauge students' level of understanding regarding the material taught and serve as a basis for improving future instruction.

Interviews with the third-grade teacher reveal that implementing an intelligence-based learning model makes it easier for students to grasp the material, as learning activities are tailored to each student's individual capabilities. The teacher also noted that students have become more active and self-confident, and have shown improved learning outcomes since the implementation of this model.

The results of interviews with students also showed that they felt happier taking part in learning because the activities carried out were more varied and interesting. Students admitted that they understood the material more easily, were braver to ask questions, and were more enthusiastic about doing their assignments. This finding is in line with Slameto's opinion which states that a pleasant learning atmosphere can increase students' motivation and involvement in the learning process.

Apart from improving understanding of the material, implementing an intelligence-based learning model also helps develop students' social, communication, creativity and cooperation skills. Through group activities and interactions between students, they learn to help each other, respect friends' opinions, and work together to complete assignments. This is in accordance with Lev Vygotsky's theory which emphasizes the importance of social interaction in the process of students' cognitive development.

Overall, the research results show that the implementation of the intelligence-based learning model in class III at SDN 2 Boyemare has gone well. Learning that pays attention to differences in student intelligence is able to create an active, fun and meaningful learning atmosphere. In addition, higher student involvement in the learning

process has an impact on increasing understanding of the material and student learning achievement.

Thus, the intelligence-based learning model can be used as an effective learning alternative to improve student learning achievement because it is able to accommodate the diversity of abilities possessed by students and encourage them to learn actively according to their individual potential.

2. Implications of the Intelligence-Based Learning Model in Improving the Learning Achievement of Class 3 Students at SDN 2 Boyemare

Based on the results of research in class III of SDN 2 Boyemare, the application of an intelligence-based learning model has positive implications for increasing student learning achievement. This can be seen from the results of observations, interviews and documentation which show changes in the learning process and student learning outcomes after the learning model was implemented.

The first implication found was increasing students' understanding of the learning material. Through learning that is tailored to students' potential and intelligence, it is easier for them to accept, understand and remember the material being taught. Students not only memorize information, but are also able to explain the material again in their own language. This finding is in line with the theory of multiple intelligences from Howard Gardner (1983) which states that each child has a different type of intelligence so learning needs to be adapted to the characteristics of each student.

The second implication is increased student activity during the learning process. When learning activities take place, students appear more courageous in asking questions, answering teacher questions, and being involved in various learning activities. This condition shows that the intelligence-based learning model is able to provide opportunities for students to participate actively according to their abilities. This finding is in accordance with the opinion of Trianto (2007) who states that student-centered learning can increase student involvement and learning activities. The next implication is increasing student learning motivation. Based on the results of observations, students seemed more enthusiastic about participating in learning and showed high interest in learning activities. Teachers provide various activities that suit students' intelligence characteristics so that learning becomes more interesting and not boring. According to Slameto (2010), high motivation and interest in learning will influence students' success in achieving optimal learning achievement. Apart from that, intelligence-based learning models also have implications for improving student learning outcomes. Based on the documentation of grades and learning evaluation results, the majority of students showed an increase in grades after implementing the intelligence-based learning model. Students are able to achieve learning goals better than before implementing this model. This shows that learning that pays attention to students' potential and abilities can help improve learning achievement optimally.

Interviews with the third-grade teacher further support these findings. The teacher noted that after implementing an intelligence-based learning model, students became more active, confident, and found it easier to grasp the subject matter. The teacher also

explained that students who previously struggled with learning began to show improvement in understanding the material and completing assignments.

Meanwhile, interviews with the students revealed that they enjoyed their lessons more, as the learning activities were varied and tailored to their individual abilities. Students shared that it was easier for them to understand the material when given the opportunity to learn through activities they personally enjoyed. This aligns with Piaget's (1970) theory, which posits that the learning process is more effective when students are actively involved in constructing their own knowledge.

Overall, the implementation of an intelligence-based learning model in the third grade at SDN 2 Boyemare led to improvements in several key areas: comprehension of subject matter, active participation, learning motivation, and academic achievement. These findings suggest that an intelligence-based learning model not only helps students better understand the curriculum but also encourages them to reach higher levels of academic success.

Consequently, the intelligence-based learning model can be considered effective in enhancing the academic achievement of third-grade students at SDN 2 Boyemare, as it allows each student to learn in accordance with their own potential, abilities, and specific intelligences—making the learning process more meaningful and optimal.

CONCLUSION

Based on the observations and discussion regarding the educator's role in improving the academic achievement of third-grade students at SD Negeri 2 Boyemare, it can be concluded that the teacher plays a vital role in the success of the learning process. The teacher acts not merely as an instructor, but also as a facilitator, motivator, guide, classroom manager, and evaluator.

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