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INVESTIGATING ON MULTIPLE INTELLIGENCE IN IMPROVING STUDENT CHARACTER

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ABSTRACT: *The research was to investigate and to describe (1) intellectual intelligence-based character building reinforcement; (2) emotional intelligence-based character building reinforcement; (3) spiritual intelligence-based character building reinforcement. The research subjects were 50 teachers. The techniques of data collection were questionnaire and interview. It applied descriptive data analysis with explanatory approach. Findings revealed that (1) intellectual intelligence-based character building reinforcement was in a good category; (2) emotional intelligence-based character building reinforcement was in a good category; (3) spiritual intelligence-based character building reinforcement was in a good category.*
Keywords: Character Building, Intellectual, Emotional, Spiritual

I.   INTRODUCTION

The educational institutions are considered to be failed in achieving the education goals, which build the nation's character to be competitive and to have nationalism and diversity spirit. Sumarta in Masaong, et. al., 2018: 1 explains that national education tends to stick to intellectual intelligence and override the emotional and spiritual intelligence. The implication is very big; many people are smart and quantitatively have achievement in the academic field, yet they do not have morals and values. Therefore, the multiple intelligence-based character building of students is crucial to be done in schools in order to create the students who will uphold the truth, honesty, and discipline, and have an introspective attitude. The actualization of multiple intelligence-based character building for students should be included in the school's plan. The school principal and teachers, as well as the stakeholders, need to do school evaluation and to arrange the medium-term or annual school work plan and short-term school activity and budget plan based on school self evaluation. Hence, the school can arrange the program and activity that contain multiple intelligence-based character values.

The multiple intelligence-based character building plan is developed through three activities: a) the integration in learning subjects; b) inbound activity; and c) outbound activity. Those activities should be planned together with the stakeholders, and then, it will be totally able to build the students' characters to be implemented in real-life conditions. The stages of arranging the programs and activities of character building involve program plan, activity, implementation, evaluation, and follow up (Masaong, et. al., 2018: 2). The Character Building Reinforcement planned by The Ministry of Education and Culture, 2017 (Komalasari and Didin Saripudin, 2017), identifies 5 main values of character that correlate each other to form the values network that needs to be developed as priority namely religious, nationalism, independence, mutual cooperation, and integrity.

According to Masaong, et. al., 2018: 2, generally, the intelligence can be divided into three. They are Intellectual Intelligence (IQ), Emotional Intelligence (EQ), and Spiritual Intelligence (SQ). The three types of intelligence can cover other intelligence such as social intelligence by Goleman (2003), adversity intelligence by Ronnie (2006), language, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence by Gardner (2011). Another consideration refers to Neuroscientists studies that conclude that the human brain contains a) neocortex, b) limbic system, and c) temporal lobe. Neocortex is functioned to manage the intellectual intelligence (IQ), limbic system is to manage the emotional intelligence (EQ), and lobe is to manage the spiritual intelligence (SQ).

Related to the problems that will be studied by the researchers, there are some temporally hypothesis that have been found: The intelligence of students at Junior High Schools in Sub-district of Randangan, District of Pohuwato have existed, yet the result depends on: a) Faith and Piety to the almighty God, b) the students' ability to comprehend and to understand the learning materials, c) students' learning motivation, and d) the management of emotional and spiritual intelligences specified by the presence or absence of deviations in students' behavior at school.

Based on the above explanation, whether or not the students' behaviors deviate from the character values, the researchers only focus on religious, nationalism, and mutual cooperation approaches.

II. RESEARCH METHODOLOGY

This research had been conducted in Junior High Schools at Sub-district of Randangan, District of Pohuwato. The data had been analyzed through a descriptive statistical approach completed by interviews to obtain an explanation of the problems. The following table contains the blueprints:

Table 1: Instrument Blueprint

The observed aspects	Indicators	Number of Items
Intellectual intelligence-based character building (IQ)	1. Verbal-Linguistic Intelligence 2. Mathematic-Logic Intelligence 3. Visual-Spatial Intelligence 4. Memorizing Ability 5. *Reasoning* (Problem Solving)	14
Emotional intelligence-based character building (EQ)	1. Self-awareness 2. Self-confidence 3. Utilizing internal potential (energy) 4. Visionary (creating future: 5. Braveness 6. Relation Building	20
Spiritual intelligence-based character building (SQ)	1. Faith 2. Responsible 3. High Integrity 4. Wise and Prudent 5. Loving	16
Total		**50**
Source: Masaong (2017)		

FINDINGS

1. Intellectual intelligence-based character building reinforcement

The result of intellectual intelligence-based character building reinforcement is in Table 2:

Table 2: Intellectual intelligence-based character building reinforcement

No	Scores of Statement			Scores of Descriptor	Criteria	
	Actual	Ideal	%		Statement	Descriptor
1	218	250	87.20%	81.80%	Good	Good
2	173	250	69.20%		Sufficient	
3	210	250	84.00%		Good	
4	217	250	86.80%		Good	
5	207	250	82.80%	79.80%	Good	Good
6	185	250	74.00%		Sufficient	
7	201	250	80.40%		Good	
8	205	250	82.00%		Good	
9	222	250	88.80%	82.53%	Good	Good
10	202	250	80.80%		Good	
11	195	250	78.00%		Good	
12	207	250	82.80%	86.40%	Good	Good
13	225	250	90.00%		Good	
14	177	250	70.80%	70.80%	Sufficient	Sufficient
Total	**2,844**	**3,500**	**81.26%**	**Good**		

Table 2 shows that the average score of the indicator of intellectual intelligence-based character building reinforcement is in good category for 81,26%. The picture contained the summary of intellectual intelligence-based character building reinforcement is presented in picture 1:

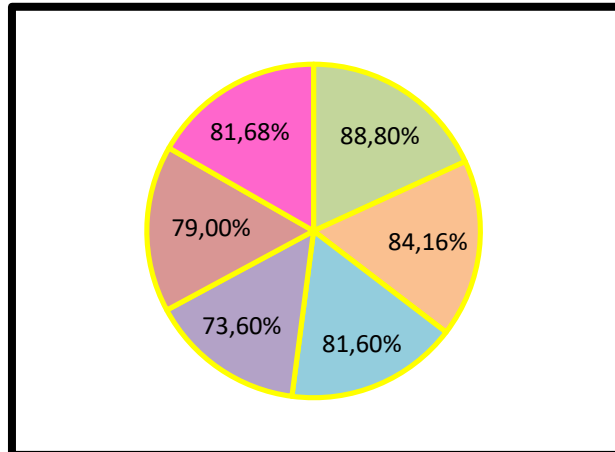**Picture 1: Intellectual intelligence-based character building reinforcement**

2. Emotional intelligence-based character building reinforcement

The result of emotional intelligence-based character building reinforcement indicators is presented in the following table:

Table 3: Emotional intelligence-based character building reinforcement

No	Scores of Statement			Scores of Descriptor	Criteria	
	Actual	**Ideal**	**%**	**Descriptor**	**Statement**	**Descriptor**
1	222	250	88.80%	88.80%	Good	Good
2	219	250	87.60%	84.16%	Good	1,250
3	222	250	88.80%		Good	
4	213	250	85.20%		Good	
5	220	250	88.00%		Good	
6	178	250	71.20%		Sufficient	
7	208	250	83.20%	81.60%	Good	Good
8	218	250	87.20%		Good	
9	182	250	72.80%		Sufficient	
10	208	250	83.20%		Good	
11	176	250	70.40%	73.60%	Sufficient	Good
12	201	250	80.40%		Good	
13	175	250	70.00%		Sufficient	
14	212	250	84.80%	79.00%	Good	Good
15	183	250	73.20%		Sufficient	
16	210	250	84.00%	81.68%	Good	1,250
17	209	250	83.60%		Good	
18	212	250	84.80%		Good	
19	210	250	84.00%		Good	
20	180	250	72.00%		Sufficient	
Total	**4,058**	**5,000**	**81.16%**		**Good**	

Table 3 shows that the average score of emotional intelligence-based character building reinforcement is in a good criteria for 81,16%. The picture of the summary of emotional intelligence-based character building reinforcement can be observed as follows:

Picture 2: Emotional intelligence-based character building reinforcement

3. Spiritual intelligence-based character building reinforcement
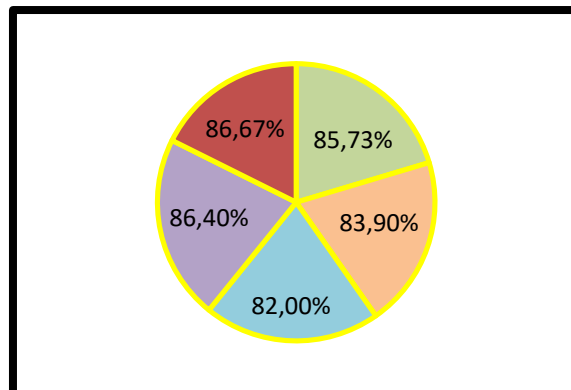
The result of the indicators of spiritual intelligence-based character building reinforcement can be observed in Table 4 as follows:

Table 4: Spiritual intelligence-based character building reinforcement

No	Scores of Statement			Scores of Descriptor	Criteria	
	Actual	**Ideal**	**%**	**Descriptor**	**Statement**	**Descriptor**
1	219	250	87.60%	85.73%	Good	Good
2	207	250	82.80%		Good	

|						
3	217	250	86.80%		Good	
4	203	250	81.20%		Good	
5	219	250	87.60%	83.90%	Good	Good
6	204	250	81.60%		Good	
7	213	250	85.20%		Good	
8	203	250	81.20%		Good	
9	210	250	84.00%	82.00%	Good	Good
10	202	250	80.80%		Good	
11	216	250	86.40%		Good	
12	218	250	87.20%	86.40%	Good	Good
13	214	250	85.60%		Good	
14	216	250	86.40%		Good	
15	215	250	86.00%	86.67%	Good	Good
16	219	250	87.60%		Good	
Total	**3,395**	**4,000**	**84.88%**		Good	

Table 4 shows that the average of spiritual intelligence-based character building reinforcement at State Junior High School is in good criteria for 84,88%. The description of the summary of Spiritual intelligence-based character building reinforcement can be observed in Picture 4.3:

Picture 4.3: Spiritual intelligence-based character building reinforcement

4.   The summary of the Multiple Intelligence-based character building reinforcement

Findings revealed that the character building reinforcement generally covers 3 aspects, and they had been conducted properly in which the overall score was 82,43%. The character building in the school should be conducted systematically and continuously. All indicators of the character building through intellectual, spiritual, and emotional intelligence are presented in the following graphic:
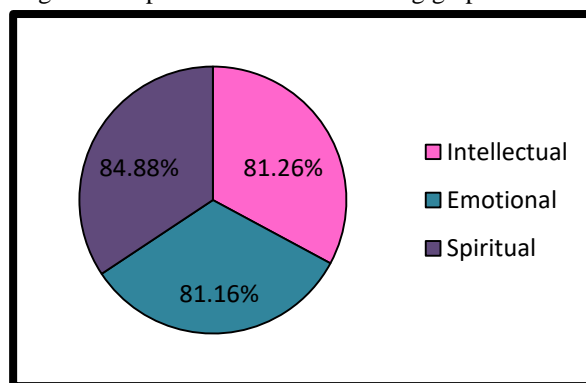
Picture 4.4: the Multiple Intelligence-based character building reinforcement

Based on the graphic, it can be seen that the character building reinforcement greatly affects the spiritual intelligence. Spiritual intelligence is quite crucial because it encourages students to be devoted to God, hence they will sincerely improve their intellectual and emotional intelligence. Good spiritual intelligence becomes the indication that the character building reinforcement is able to give a good impact on the students' multiple intelligences.

III.   DISCUSSION

The data analysis result has shown that the intellectual intelligence-based character building reinforcement is in "good" criteria, the emotional intelligence-based character building reinforcement is in "good" criteria, and the spiritual intelligence-based character building reinforcement is in "good" criteria. The overall proportion is 82,43%, which means that the implementation of character building in the school has been based on the basic values of a character. Then, those values are developed, relatively based on the need, condition, and the school environment.

It is appropriate to the statement of Narwanti (2011: 23) that the character building brings benefits to the improvement of students' intelligence to which in the character building, there is a process of reinforcing the character values to the school community including knowledge, awareness, and willingness, and action to implement the values, whether it is for the Almighty God, their own selves, other people, environment, or Nation in order to become **good people**. In character building in the school, all components (stakeholders) should be involved, including all education components such as curriculum, learning process, and assessment, quality of relationship, learning subject management, school management, the implementation of co-curricular activity, facilities and infrastructures empowerment, financing, and work ethos of all school communities and environment.

The explanation of the school principal's managerial ability is presented below:

1.   Intellectual-based character building reinforcement

The test result of the first indicator shows that the intellectual-based character building reinforcement is in "good" criteria for 81,26% on average. Therefore, it can be interpreted that teachers conduct intellectual-based character building reinforcement intensively by teaching students to be able to become people with good intelligence in comprehending the learning concept without ignoring the humble attitude.

The result has been appropriate with the statement of Masaong (2017:39) that the intellectual intelligence is the level of somebody when he is able to use his thought to learn from the experiences he has been through and to give good responses in guiding or showing effective actions and thoughts to other people. Intelligence is indicated as an ability to think and to act properly in giving good responses as a good elector, connector, problem solver, negotiator, healer, and synergy developer to achieve certain goals.

It is also in line with the statement of Azwar (2002:5) that a good elector includes the way to recruit the staff and teamwork, to select objectively, and place the staffs based on their expertise. Effective connector includes the way of the school principal to build the communication, to spare his time for the staffs, and to use good language in communicating. The problem solver is measured through the analysis process in solving problems, having indicators, looking for solution objectively, and being neutral.

2.   The emotional intelligence-based character building

The test result of the second indicator shows that emotional intelligence-based character building is in "good" criteria for 81,16% on average. The overall indicates that the teachers try guiding the students massively in achieving their emotional intelligence in which it improves the students' self-confidence and the students can respect each other in reaching success.

This result is appropriate to the statement of Khan (2010:1) that character building teaches the habits of thinking and acting that can help individuals to live and to work for family, community, and nation. Also, it helps them to make a responsible decision. Nationalism character is a form of awareness of our own community and nation. Independence character is a character that shows confidence and responsibility in determining the attitude; or ability to make decision and to determine whether the action to take is right or not. According to Zubaedi (2011:14), the character building ensures the students to pounder their personal ethics and how their actions influence others.

3. Spiritual intelligence-based character building reinforcement

The result of the third indicator reveals that spiritual intelligence-based character building reinforcement is in "good" category with a proportion of 84,88% on average. Hence, the overall result designates that the improvement of spiritual intelligence-based character building reinforcement on students is conducted by the teachers through provisioning spiritual values and integrating the learning subject with religious science. Then, the students' faith and devotion have improved which, indirectly, control the students' intelligential and emotional to be more directed.

It is appropriate to the statement of Masaong et. al., (2017:69) that spiritual intelligence is the peak of all intelligence. The spiritual intelligence is not identical to formal religion that is why this intelligence does not have any religion. The spiritual intelligence is the inspired thought. Further, spiritual intelligence is considered as light, a kiss of life that awakens us from our sleep, awakens people from all ages and all situations. It means that it creates the best, most intact and most humane thing in the inner self that creates an idea, energy, value, vision, and the call of a life that flows in ourselves.

Generally, this result is in line with the statement of Tilaar (2007: 15) that character education at school is the process of creating lively atmosphere with strong guidance of nationalism values obtained from the

development of entity and identity values of the local wisdom, having high civilization ability which is equal to the world development. The qualified human beings are expected not those who escape from their cultural basic, but those who have still stood on and had mainstream identity as the creation of ethnicity awareness to unify the estrangement or conflict between communities in the open paradigm and to develop the attitude to welcome the attendance and live side by side with other cultures a one entity to be developed in achieving the civilization.

Therefore, it needs a concrete step in character building through guidance. It is as what has been stated by Masaong et. al., (2018:19) that the main key of success is character building management as the ethos transformation reinforcement of the students at school which depends on the teachers' ability in developing and synergizing the potential of intellectual intelligence (IQ), emotional intelligence (EQ), and the spiritual intelligence (SQ). The main factors that affect the lack of nation's characters lie on 1) the lack of understanding of teachers, school principal, and parents about multiple intelligence concepts, 2) the government policy in measuring the success of education depends on the percentage of graduation based on the intellectual intelligence only, and 3) there is still the process of sorting and point of view that are partial about the character building, although the characters should be totally developed (the synergy between IQ, EQ, and SQ) to become "mutmainnah" people.

IV.   CONCLUSION

It can be concluded that intellectual intelligence-based character building reinforcement is in good category, emotional intelligence-based character building reinforcement is in good category, and spiritual intelligence-based character building reinforcement is in good category.

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