

## Exploring Lecturers' Perceptions of Multiple Intelligence-based Instruction in Teaching English for Islamic Studies

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Received:  
December 2023

Accepted:  
April 2024

Published:  
June 2024

### Abstract

*This paper aims to explore lecturers' perceptions on multiple intelligence-based instruction in teaching English for Islamic studies. The key question is how lecturers understand the concept of MI-based instruction. This study was conducted at one of the Islamic universities in Indonesia involving three lecturers. The instruments used were multiple intelligence inventory questionnaires and interview guidelines. The data found that teaching and learning activities should be designed to enhance each student's different intelligences, facilitating strength intelligence. Students not only have language and mathematics intelligence but also have several different intelligences owned by students, including: verbal linguistic, logical-mathematical, musical, visual-spatial, bodily kinesthetic, naturalistic, intrapersonal, interpersonal, and existential intelligence. MI-based teaching provides a new outlook in improving the quality of teaching and meaningful learning. MI-based instruction respects each student's learning style, which is indicated by the student's preference in learning. Therefore, using MI-based instruction in the teaching and learning process will be easy, fun, and respect everyone's way of receiving material. This study encourages future research on connecting the understanding of the multiple intelligences of lecturers with the needs of students in the process of learning English for Islamic studies.*

**Keywords:** *Explorative Study, Lecturers' Perceptions, Multiple intelligences, English for Islamic Studies*

### INTRODUCTION

The theory of Multiple Intelligences (MI) has garnered significant attention from educators and institutions, and its application in classrooms has been extensively documented (Armstrong, 2009; Campbell & Campbell, 1999; Hoerr et al., 2010; McKenzie, 2005). Recognizing the diversity of learners in language classrooms, teachers are increasingly addressing individual differences by designing activities aligned with MI theory. MI theory posits that all students possess unique intellectual strengths, encouraging educators to leverage

these differences to enhance learning outcomes. Research indicates that employing Multiple Intelligences not only enriches students' learning experiences but also provides teachers with avenues for professional and personal growth (Geeta & Gupta, 2017). Thus, integrating MI theory in language classes is believed to foster effective learning and teaching outcomes.

The adoption of MI theory has led to the development of MI-inspired instruction, which has been the focus of several studies demonstrating its effectiveness in education. Numerous researchers have highlighted the positive impact of MI-based instruction on student achievement, asserting its superiority over traditional teaching methods (Dolati & Tahriri, 2017). The primary objective of implementing the MI teaching methodology is to nurture students' abilities by maximizing their strengths and addressing their weaknesses. Consequently, teaching approaches must provide equal opportunities for all students, adapting materials to accommodate diverse learning styles and facilitating skill development.

MI theory introduces a spectrum of teaching activities that can be readily implemented in classrooms, challenging educators to innovate in lesson planning, classroom activities, and the selection of teaching materials. Teachers must provide resources that offer experiential learning tailored to the intelligence needs of their students (Ma'mun, 2019). This approach enables the development of novel teaching strategies that are relatively new in the educational landscape (Derakhshan & Faribi, 2015; Taase et al., 2014).

Several scholarly investigations have examined MI-based instruction in the teaching and learning process. Studies by Fleetman (2006), Hanafin (2014), and Madkour & Mohamed (2016) found that MI-based activities not only improved learning outcomes but also enhanced student interest and motivation. Zebar (2018) suggested that identifying students' dominant intelligences before commencing a teaching program could serve as an effective remedial strategy. Furthermore, raising students' awareness of their different types of intelligence can motivate and encourage them in the classroom. However, previous research primarily focused on the impact of MI-based activities on student interest, motivation, self-esteem, and learning outcomes. Few studies have explored teachers' perceptions and implementation of MI-based instruction (MacLeod, 2003; Emmiyati et al., 2014), particularly in the context of junior secondary education.

To address this gap, the present case study thoroughly examines teachers' perceptions of MI-based instruction in teaching English for Islamic studies at Indonesian Islamic Higher Education institutions. Understanding lecturers' perceptions is crucial, as these influence the learning activities implemented in the classroom. This study aims to explore how lecturers' views on multiple intelligences affect the teaching and learning process of English in this specific educational context.

### **The Concepts of Multiple Intelligences Theory**

The study of human intelligence has long intrigued psychologists, who have sought to define and measure intellectual abilities. Francis Galton, who believed that intelligence was inherited, endeavored to measure it and developed the IQ test in the late nineteenth century (Fletcher & Hattie, 2011). This test was later adapted to create the Stanford-Binet IQ test, widely used in American schools in the 1920s and 1930s to predict academic success. Other tests, like the Scholastic Assessment Test (SAT), were similarly designed to measure human capabilities (Gardner, 1999). In 1912, German psychologist William Stern proposed dividing mental age by actual age to get the 'mental quotient,' which American psychologist Lewis Terman later multiplied by 100, resulting in the 'intelligence quotient' or 'IQ' (Fletcher & Hattie,

2011). The advent of IQ as a psychometric measurement of intelligence significantly influenced discussions on intellectual functioning.

There is ongoing debate among researchers about whether intelligence is a general ability or composed of specialized talents and skills. Some psychologists argue that intelligence is hereditary, while others believe it is largely influenced by the environment. General Intelligence, or the g-factor, refers to the broad mental abilities that underlie various specialized skills, such as verbal, spatial, numerical, and mechanical abilities (Spearman, as cited in Ruhl, 2020). Spearman concluded that a single g-factor represents a person's general intelligence, while a second factor, s, pertains to specialized abilities in specific fields.

In contrast, Howard Gardner proposed the theory of Multiple Intelligences, suggesting that intelligence comprises distinct and independent intelligences, each associated with unique skills and talents relevant to specific domains (Gardner, 1999). In 1985, Robert Sternberg introduced the triarchic theory of intelligence, which included analytical, creative, and practical components, thus integrating aspects that were lacking in Gardner's theory (Sternberg, 2012). Analytical intelligence involves the application of information-processing components to analyze, evaluate, and compare; creative intelligence measures how well individuals cope with novelty; and practical intelligence pertains to applying abilities to solve everyday problems (Sternberg, 2015).

Gardner redefined intelligence as the ability to solve problems or create products valued in cultural settings. He later described it as a biopsychological potential to process information, which can be activated in a cultural context to solve problems or create culturally valuable products (Gardner, 1999). The MI approach has gained popularity for identifying student uniqueness and designing curriculum accordingly (Richards & Rodgers, 2001). Gardner identified nine intelligences, each with distinct attributes:

1. **Verbal/Linguistic Intelligence:** The ability to comprehend and use words and languages, encompassing speaking, writing, and other communication techniques. This intelligence can be fostered through activities like journaling, word games, and discussions. Poets, writers, and lawyers often exhibit strong linguistic intelligence.
2. **Logical/Mathematical Intelligence:** The ability to handle data, analyze, interpret, deduce, and predict. Individuals strong in this intelligence are adept at problem-solving, strategy games, and scientific thinking. Teachers can enhance this intelligence through activities involving logic puzzles, critical thinking, and sequential presentation of material.
3. **Visual-Spatial Intelligence:** The capacity to form and manipulate mental models, relying on visual thinking and imagination. People with this intelligence learn best through visual presentations. Teachers can develop it using charts, graphs, diagrams, and other visual aids.
4. **Bodily/Kinesthetic Intelligence:** The ability to process information through bodily sensations, excelling in physical activities and expressing themselves through movement. Teachers can support this intelligence through hands-on activities, physical exercises, and movement-based learning.
5. **Naturalistic Intelligence:** Proficiency in identifying and categorizing natural phenomena. Individuals with this intelligence are holistic thinkers and aware of their environment. Teachers can enhance it through classification exercises and real-world problem-solving.

6. Musical Intelligence: The ability to understand, generate, and interpret musical elements. Teachers can incorporate music into lessons and encourage students to create music-related assignments.
  7. Interpersonal Intelligence: The ability to understand and interact effectively with others, involving good communication and empathy. Teachers can promote it through cooperative learning and group activities.
  8. Intrapersonal Intelligence: The capacity to understand oneself, including one's emotions, motivations, strengths, and weaknesses. Reflective activities like journaling can help develop this intelligence.
  9. Existential Intelligence: The ability to ponder deep questions about human existence, such as the meaning of life and the nature of the universe. Individuals with strong existential intelligence have a broad perspective and engage in philosophical thinking.
- These intelligences offer diverse pathways for students to develop their unique strengths and for educators to create inclusive and effective teaching strategies.



**Figure 1.** Multiple Intelligences proposed by Howard Gardner

### Multiple Intelligences Inventory for ESL teachers

The implementation of multiple intelligences-based instruction needs more exploration from the teachers because the teaching strategies or approaches are based on students' need. Teaching is a complex profession. Teachers are the main instruments in better teaching. Teachers' attitudes and educational theories, although in many cases unconscious, have an influence on their behavior in the classroom, influence what students actually learn, and are a determinant of teachers' teaching style, a truth recognized by many authors (Karavas-Doukas, 1996). It indicates that teachers' belief could direct the implementation of multiple intelligences as well as possible. Teachers can use integrated instructional tactics and activities to adapt to the diverse needs of students in terms of intelligence profiles, learning styles, and learning preferences (Putri et al., 2022). Savas (2012) found that demonstrates a constant, complex, and interacting relationship between different intelligences and foreign language learning.

In relevant to the teachers' perspective, Christison (1998) and Allan & Shearer (2012) introduced Multiple Intelligences Inventory for (ESL) teachers used to know the multiple intelligences of the teachers. The multiple intelligence inventory is used to know the lecturers' potential intelligence, which is whether there is an influence on the potential intelligence of teachers who will influence actions in the learning process, especially, teaching English for Islamic studies.

### METHOD

## Research Design

This present study employed a case study research design. A case study investigates a contemporary phenomenon in its real-world context (Yin, 2014). The phenomenon of this study is teaching and learning activities of English for Islamic studies. This study was to explore lecturers' intelligence profile and understanding of MI-based instruction in teaching English for Islamic studies.

## Participants of the Research

Three English lecturers involved and agreed to participate in this study in one of Islamic Higher Educations in central Sulawesi, Indonesia. In selection process, we purposively selected the participants with the following criteria: 1) a lecturer of English for Islamic studies in Islamic Higher Education, 2) has at least 5 years of teaching experience, 3) has been identified using learning activities based on multiple intelligences.

## Instruments

This study employed two instruments, multiple intelligence inventory for teachers, and semi-structure interview. Multiple intelligence inventory for teachers distributed to the participants in order to find out the lecturers' multiple intelligences profile. The questionnaire was adapted from Christison (1996) for verbal linguistic, musical, logical-mathematical, spatial-visual, bodily-kinaesthetic, intrapersonal, interpersonal, natural Intelligence and the existential Intelligence adapted from Allan & Shearer (2012).

## Procedures of Data Collection

The data collection procedures used in this present study were questionnaire and semi-structure interview. The questionnaire was distributed online using multiple intelligences inventory for ESL teachers via google form. The multiple intelligences inventory responses were presented and described in the forms of table. The researchers conducted face to face interview to the lecturers to explore their perception of MI-based instruction in teaching English for Islamic studies.

## Data Analysis

The questionnaire of multiple intelligences inventory for ESL teachers consisted of 90 items covered nine types of intelligences, each type of intelligences consisted of 10 statements. The questionnaire used Likert scale ranging from 1 – 5 in scale, 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Semi-structure interview used to explore lecturers' experiences, attitudes, interests, and expectation (Robbins, 2009) related to MI-based instruction in teaching English for Islamic studies. To analyze the data collected in this study, we employed Braun and Clarke's Thematic Analysis (2006), a method widely used for identifying, analyzing, and reporting patterns (themes) within qualitative data.

## FINDINGS AND DISCUSSION

### Findings

Based on the data findings was obtained from two instruments which were questionnaire and interview on lecturers' multiple intelligences profiles that showed different results from the three lecturers. Below are the descriptions of Multiple Intelligence Survey for teacher.

#### 1. Verbal Linguistic Intelligence (VL)

Table 1 reveals that L1 was high verbal linguistic intelligence in writing, publishing, and using learning media. She encourages students to write and read, enjoys reading, and listens



to lectures and books, but is moderately literate. L2 excelled in teaching writing and reading to students, writing articles, and paying attention to advertisements. He was moderate in reading non-related material, but he enjoyed writing his own work. L3 enjoyed crossword puzzles and used learning media, while being moderate in writing and publishing articles. She focused on billboards and advertisements, and was low in reading non-related material.

**Table 1.** Initial Scale Item for Verbal Linguistic Intelligence (VL)

| No            | Items  | Participants |            |            |
|---------------|--|--------------|------------|------------|
|               |  | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1.            | I write and publish articles.  | 5            | 4          | 3          |
| 2.            | I read something almost every day that isn't related to my work.             | 4            | 3          | 2          |
| 3.            | I pay attention to billboards and advertisements.                            | 4            | 4          | 3          |
| 4.            | I often listen to the radio and cassette tapes of lecturers and books.       | 3            | 4          | 3          |
| 5.            | I enjoy doing crossword puzzles.   | 4            | 3          | 4          |
| 6.            | I use blackboard, the overhead projector, or charts and poster when I teach. | 5            | 4          | 4          |
| 7.            | I consider myself a good letter writer.                                      | 5            | 4          | 3          |
| 8.            | If I hear a song a few times, I can usually remember the words.              | 4            | 4          | 3          |
| 9.            | I often ask my students to read and write in my class.                       | 5            | 5          | 4          |
| 10.           | I have written something that I like.  | 5            | 4          | 3          |
| Average Score |  | 4,4          | 3,9        | 3,2        |

**2. Musical Intelligence (MI)**

The table 2 below indicates that L1 was average category, with high category in using chants and music in lessons, moderate category in identifying beats, harmonizing music easily, and playing instruments, and low category in expressive voice and frequent music listening. L3 frequently used chants and music in lessons, listening to music at work and home, and felt better. She was moderately skilled in hearing music, playing instruments, and identifying beats. L2 was in musical intelligence is moderate, with frequent use of chants and music in lessons. He had an expressive voice, knew many songs, and can harmonize with music, despite being low in hearing it.

**Table 2.** Initial Scale Item for Musical Intelligence (MI)

| No | Items   | Participants |            |            |
|----|---|--------------|------------|------------|
|    |   | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1. | I have no trouble identifying or following a beat.            | 3            | 2          | 2          |
| 2. | When I hear a piece of music, I can easily harmonize with it. | 3            | 2          | 3          |



|               |  |   |     |     |
|---------------|--|---|-----|-----|
| 3.            | I can tell if someone is singing off-key.  | 3 | 3   | 2   |
| 4.            | I have a very expressive voice that varies in intensity, pitch, and emphasis.    | 2 | 0   | 2   |
| 5.            | I often use chants and music in my lesson.                                       | 4 | 3   | 4   |
| 6.            | I play a musical instrument.   | 3 | 2   | 3   |
| 7.            | I listen to music frequently in the car, at work, or at home.                    | 3 | 3   | 4   |
| 8.            | I know the tunes to many songs.  | 2 | 0   | 1   |
| 9.            | I often hum or whistle a tune when I am alone or in an environment where I feel. | 3 | 3   | 2   |
| 10.           | I listening to music I like makes feel better.                                   | 4 | 3   | 4   |
| Average Score |  | 3 | 2,1 | 2,7 |

### 3. Logical Mathematical Intelligence (LM)

The data on table 3 shows that lecturers L1, L2, and L3 exhibit high logical-mathematical intelligence, believing in logical and rational thinking, being interested in science, and using problem-solving activities, while also being consistent in their teaching methods. L1 was moderate in calculating numbers, playing card games, and enjoying math classes, while L2 was moderate in these areas and showed logical-mathematical intelligence, but not in math class. L3 felt comfortable with measuring and calculating answers, enjoying consistent classes and brain-teaser games. Low was in calculating numbers, she enjoyed playing card games and enjoying math classes.

**Table 3.** Initial Scale Item for Logical– Mathematical Intelligence (LM)

| No | Items   | Participants |            |            |
|----|---|--------------|------------|------------|
|    |   | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1. | I feel more comfortable believing an answer is correct if it can be measured or calculated. | 4            | 4          | 3          |
| 2. | I can calculate numbers easily in my head.  | 3            | 4          | 2          |
| 3. | I like playing card games such as heart, and bridge.  | 3            | 3          | 2          |
| 4. | I enjoyed math classes in school.   | 2            | 3          | 2          |
| 5. | I believe that most things are logical and rational.  | 5            | 5          | 5          |
| 6. | I like brain-teaser games.  | 3            | 4          | 3          |
| 7. | I am interested in new development in science.  | 4            | 5          | 4          |
| 8. | When I cook, I measure things exactly.  | 4            | 3          | 4          |
| 9. | I use problem-solving activities in my class.   | 4            | 5          | 4          |

|               |  |     |   |     |
|---------------|--|-----|---|-----|
| 10.           | My classes are very consistent; my students know what to expect. | 4   | 4 | 3   |
| Average Score |  | 3,6 | 4 | 3,2 |

**4. Spatial-Visual Intelligence (SV)**

L1 demonstrated the highest level of spatial-visual intelligence, as seen by their attention to color, their ability to take a large number of images, their ability to draw, read, and their use of illustrations in literature. She had no trouble navigating strange locations and used slides and movies into her teaching methods. Although I had a moderate interest in puzzles and mazes, I had a difficult time with geometry in school. In the classroom, L2 students regularly used slides, photos, and videos; yet, their color awareness, photography, and reading skills are only considered modest. It is not difficult for him to navigate different cities, and he values his classroom placement. He is particularly skilled in geometry and enjoys working with pictures, graphs, charts, puzzles, and mazes. Paying attention to colors, including slides and drawings into teaching, and noting classroom placement were all areas in which L3 particularly excelled. Her ability to draw was average, and she preferred to draw illustrations in articles and textbooks. She also assisted others in navigating foreign cities. Taken pictures, puzzles, and geometry were all areas in which she performed poorly.

**Table 4.** Initial Scale Item for Spatial-Visual Intelligence (SV)

| No            | Items  | Participants |            |            |
|---------------|--|--------------|------------|------------|
|               |  | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1.            | I pay attention to the colours I wear (and colours other people wear).   | 4            | 3          | 4          |
| 2.            | I take lots of photographs.  | 4            | 3          | 2          |
| 3.            | I like to draw.  | 4            | 2          | 3          |
| 4.            | Especially like to read articles and books with many pictures.   | 4            | 3          | 3          |
| 5.            | I am partial to textbooks with illustration, graphs, and charts.   | 4            | 2          | 3          |
| 6.            | It is easy for me to find out my way around in unfamiliar cities.  | 5            | 3          | 3          |
| 7.            | I use slides and pictures (and videos) frequently in my lessons.   | 4            | 4          | 4          |
| 8.            | I enjoy doing puzzle and mazes.  | 3            | 2          | 2          |
| 9.            | I was good at geometry in school.  | 2            | 1          | 2          |
| 10.           | When I enter a classroom, I notice whether the positioning of the students and teacher supports in the learning process. | 5            | 3          | 4          |
| Average Score |  | 3,9          | 2,6        | 3          |

**5. Bodily-Kinesthetic Intelligence (BK)**

L1 flourished in sports, as well as practicing new skills and participating in events that took place outside. As a result of her difficulty sitting for extended periods of time, she constantly walked around in the classroom. She was not very good at dancing, but she enjoyed going on long walks and performing hands-on activities. In spite of the fact that her interests





primarily consisted of physical activities, she discovered that she was inspired by them. L2 did not perform exceptionally well in high-category things; rather, they did exceptionally well in sports, practicing new abilities, activities that took place outside, sitting for extended amounts of time, and physical activities that took place in the classroom. When it came to long walks, vacuuming, or other forms of physical exertion, he was lacking. L3 enjoys being outside, but she finds it difficult to go on lengthy walks, participate in sports, or engage in other physically demanding activities. She considers it more beneficial to put newly acquired abilities into practice rather than to read about them, and she finds it challenging to sit for extended periods of time. Also, she takes pleasure in activities in her class that require her to move around.

**Table 5.** Scale Item for Bodily-Kinaesthetic Intelligence (BK)

| No            | Items   | Participants |            |            |
|---------------|---|--------------|------------|------------|
|               |   | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1.            | I like to go for long walks.  | 3            | 2          | 3          |
| 2.            | I like to dance.  | 2            | 1          | 2          |
| 3.            | I engage in at least one sport.   | 4            | 3          | 3          |
| 4.            | I like to do things with my hand such as carve, sew, weave, build models, or knit.                    | 3            | 1          | 2          |
| 5.            | I find it helpful to practice a new skill rather than read about it (or to watch a video)             | 4            | 3          | 2          |
| 6.            | I often get my best ideas when I am jogging, walking, vacuuming, or doing something physical          | 3            | 2          | 3          |
| 7.            | I love doing things in the outdoors.  | 4            | 3          | 4          |
| 8.            | I find it hard to sit for long periods of time.   | 4            | 3          | 2          |
| 9.            | I often do activities in my class that require my students to get out of their seats and move around. | 4            | 3          | 3          |
| 10.           | Most of my hobbies involve a physical activity of some sort.  | 3            | 3          | 2          |
| Average Score |   | 3,4          | 2,4        | 2,6        |

**6. Intrapersonal Intelligence (IA)**

Table 6 reveals that L1 was high category in creating new activities and materials for her class, expressing her values, and participating in activities consistent with them. She is moderate in meditating, maintaining independence, journaling, and bouncing back quickly from setbacks. L2 was highly independent, enjoyed hobbies, and frequently chose classroom activities for students to work alone or independently. He also encourages quiet time and reflection, and bounces back quickly when hurt or disappointed. L3 excelled in journaling, regular meditation, creating class activities, and selecting independent or group work for her students.

**Table 6.** Initial Scale Item for Intrapersonal Intelligence (IA)

| No | Items | Participants |
|----|-------|--------------|
|----|-------|--------------|



|  | Lecturer 1 | Lecturer 2 | Lecturer 3 |
|--|------------|------------|------------|
| 1. I regularly spend time meditating.  | 3          | 4          | 3          |
| 2. I consider myself independent.  | 3          | 5          | 3          |
| 3. I keep a journal and record my thoughts.  | 3          | 3          | 4          |
| 4. I would rather create new activities and materials for my class.  | 5          | 4          | 3          |
| 5. I frequently create new activities and materials for my class.  | 5          | 4          | 3          |
| 6. When I get hurt or disappointed, I bounce back quickly.   | 3          | 3          | 2          |
| 7. I articulate the main values that govern my life and describe the activities that I regularly participate in that are consistent with these values. | 4          | 4          | 2          |
| 8. I have hobbies or interest that I enjoy doing on my own.  | 3          | 4          | 3          |
| 9. I frequently choose activities in the classroom for my students to work alone or independently.   | 3          | 5          | 3          |
| 10. I encourage quiet time and time to reflect (on what they are doing) in my class.   | 3          | 4          | 2          |
| Average Score  | 3,5        | 4          | 2,8        |

### 7. Interpersonal Intelligence (IA)

Table 7 reveals that L1 was preference for parties, problem-solving, social activities, entertaining friends, teaching, and having multiple close friends. She is comfortable in crowds and helps decide on content and learning processes. She is moderately involved in social activities and often assumes leadership roles. L2 was highly involved in helping students understand content and learning processes, preferring social activities and entertaining friends. He is comfortable in crowds and has multiple close friends. He is low in problem-solving, often assuming leadership roles, and enjoys teaching and teaching others. L3 excelled in problem-solving, social activities, and entertaining friends, while being moderate in discussing problems, teaching, having multiple close friends, and being comfortable in crowds or parties.

**Table 7.** Initial Scale Item for Interpersonal Intelligence (IR)

| No | Items  | Participants |            |            |
|----|--|--------------|------------|------------|
|    |  | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1. | I prefer going to a party rather than staying at home alone. | 4            | 3          | 2          |

|               |   |     |     |   |
|---------------|---|-----|-----|---|
| 2.            | When I have problems, I like to discuss them with friends.                  | 4   | 2   | 3 |
| 3.            | People often come to me with their problems.                                | 5   | 2   | 4 |
| 4.            | I am involved in social activities several nights a week.                   | 4   | 3   | 4 |
| 5.            | I like to entertain friends and have parties.                               | 4   | 3   | 4 |
| 6.            | I consider myself a leader and often assume leadership roles.               | 3   | 2   | 2 |
| 7.            | I love to teach and show someone how to do something.                       | 4   | 2   | 3 |
| 8.            | I have more than one close friend.  | 4   | 2   | 3 |
| 9.            | I am comfortable in a crowd or at a party with many people I don't know.    | 4   | 3   | 3 |
| 10.           | My students help decided on the content and learning process in my classes. | 5   | 4   | 2 |
| Average Score |   | 4,1 | 2,6 | 3 |

### 8. Natural Intelligence (N)

Table 8 reveals that L1 was high interest in gardening, car identification, outdoor activities, and plant care. She was moderate in plant recognition, enjoyed pets, and learnt about rocks. However, she is low in bird identification, clouds, weather, and weed identification. She also enjoyed learning about rocks and geographic features. L2 enjoyed plants in his home, classroom, and office, but struggles with recognizing birds, plants, pets, cars, rocks, and geographic features. He was good at recognizing plants, enjoying spending time outdoors, and recognizing animals. L3 enjoyed having plants in her home, classroom, and office, and is good at recognizing different plant types and spending time outdoors. She enjoyed gardening, pets, and learning about rocks and geographic features. However, she struggles with recognizing birds, animals, and weather patterns.

**Table 8.** Initial Scale Item for Natural Intelligence (N)

| No | Items  | Participants |            |            |
|----|--|--------------|------------|------------|
|    |  | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1. | I am good at recognizing different types of birds (or animals).        | 2            | 1          | 1          |
| 2. | I am good at recognizing different types of plants.                    | 3            | 1          | 3          |
| 3. | I like to garden (or to appreciate the beauty of a garden).            | 5            | 3          | 2          |
| 4. | I enjoy having pets (or caring of animals).                            | 3            | 2          | 1          |
| 5. | It's easy for me to tell the make and year of most cars.               | 4            | 2          | 2          |
| 6. | I often look at the sky and can tell you the different types of clouds | 2            | 2          | 1          |

|               |   |     |     |   |
|---------------|---|-----|-----|---|
|               | and what kind of weather they bring (as well as appreciating different season). |     |     |   |
| 7.            | It's easy for me to tell weeds from the plants.                                 | 2   | 2   | 1 |
| 8.            | I like to spend time in the outdoors.   | 4   | 3   | 3 |
| 9.            | I enjoy learning about rocks (and geographic features).                         | 3   | 2   | 2 |
| 10.           | I have plants in my home, classroom and/or office.                              | 5   | 4   | 4 |
| Average Score |   | 3,3 | 2,2 | 2 |

**9. Existentialist Intelligence (N)**

Table 9 showed L1 was high level of reflection on purpose, human spirit, philosophy, and beyond. She spends time reading, discussing philosophy, and exploring ideas like eternity, truth, justice, and goodness. She is moderate in meditation, prayer, and contemplating the mysteries of life and the universe. L2 was highly engaged in reflecting on his purpose in life, the human spirit, and the afterlife. He had a philosophy that helped manage stress and make important decisions. He spent time in meditation, prayer, and contemplating the mysteries of life. He was moderate in reading and discussing philosophy or beliefs. L3 reflected on her purpose in life, moderately thinking about the human spirit, and having a philosophy to manage stress. She explores ideas like eternity, truth, justice, and goodness. She spends less time on reading, philosophy, meditation, prayer, and contemplating a "grand plan."

**Table 9.** Initial Scale Item for Existentialist Intelligence (N)

| No | Items   | Participants |            |            |
|----|---|--------------|------------|------------|
|    |   | Lecturer 1   | Lecturer 2 | Lecturer 3 |
| 1. | I ever reflect on my purpose in life.   | 4            | 5          | 4          |
| 2. | I ever think about the human spirit or what happens to life after death.                | 4            | 5          | 3          |
| 3. | I ever spend time reading, thinking about, or discussing philosophy or beliefs.         | 4            | 3          | 2          |
| 4. | I have a philosophy of life that helps me to manage stress or make important decisions. | 4            | 4          | 3          |
| 5. | I think about ideas such as eternity, truth, justice and goodness.                      | 4            | 5          | 3          |
| 6. | I spend time in meditation, prayer, or reflecting on the mysteries of life.             | 3            | 4          | 2          |
| 7. | I discuss or ask questions to probe deeply into the meaning of life.                    | 4            | 4          | 3          |
| 8. | I ever think about a "grand plan" or process that human beings are a part of.           | 4            | 4          | 2          |

|               |  |     |     |     |
|---------------|--|-----|-----|-----|
| 9.            | I ever thought about what is beyond the “here and now” of your daily life. | 4   | 4   | 2   |
| 10.           | I ever have reflected on the nature of reality or the universe.            | 3   | 4   | 2   |
| Average Score |  | 3,8 | 4,2 | 2,6 |

Based on the result of semi structure interview on lecturers’ understanding of MI-based instruction in teaching English for Islamic studies, as follows:

“What I have understood and implemented, the instruction is basically learners’ centre learning strategy so we are focusing on the students’ intelligence potential for example their talent, their learning preferences and how we can provide the best way for learning. Multiple intelligences mean that all the learning that students do is different. So, learning related to multiple intelligences was how we improve and develop through the abilities or potentials that each student has, namely the existing learning techniques or methods we are required to be able to improve, develop the potential of students based on their abilities.” (L 1)

Paying attention to different students’ need and preferences in term of learning process becomes a consideration to provide varied techniques and activities. MI-based instruction could accommodate the existing intelligence and provide the best way for learning, and develop the strength potential of students based on their abilities. The existing learning techniques or methods are required which could be improved or elaborated among them.

“As I know that multiple intelligences are the students’ ability existed in the classroom and the students have different ways of learning.” (L 2)

“Multiple intelligences-based instruction dealing with teaching English for Islamic studies, try to accommodate students’ need in learning English based on their intelligences at their faculty of their program” (L 3)

Multiple intelligences are any potential intelligence existed in the classroom. The lecturers know that the students have different potential in learning so they need to provide different treatment to the students.

“Delivering materials through various ways will accommodate the students’ preferences in learning.” (L 2)

Moreover, the lecturer contends that MI-based instruction could cover the students’ need. It is also more flexible and effective.

“By having this instruction, it almost can cover the students’ need so it is more flexible and effective.” (L 1)

Additionally, MI-based instruction brings a new paradigm how to improve quality of teaching and learning. It appreciates each student’s learning styles, which are shown by students’ preferences of their learning. Therefore, the teaching and learning process will be easy, fun, and appreciate everyone’s way of accepting the materials. Lecturers hope that all students can comprehend the materials well in MI-based instruction.



“I am interested in implementing MI-based instruction in the process of teaching and learning English for Islamic studies because the students can participate in the classroom effectively.” (L 1)

“The students are not only linguistically and mathematically talented, so we have to make sure that our teaching methods are adequate to their intelligences.” (L 2)

The lecturers, as facilitators and motivators, should know their students' intelligence or preferences before implementing methods of teaching because not only linguistic and mathematic intelligence arise in the classroom but also other intelligence, musical, bodily-kinaesthetic, visual-spatial, interpersonal, intrapersonal, naturalistic, and existentialist. They could learn from their experiences what they have done in the previous semester.

### Discussion

In terms of lecturers' profile intelligence based on the result of the questionnaire, adapted from Christison (1998), consisted of eight: verbal-linguistic, musical, logical-mathematical, visual-spatial, bodily-kinaesthetic, interpersonal, intrapersonal, natural Intelligence, and existential Intelligence adapted from Allan & Shearer (2012). it was found that varied responses were between strongly agreed, agreed, and neutral in each intelligence. The lecturers had different strength potential intelligence profiles in each intelligence feature. Teachers' multiple intelligence profiles help them to gain a better understanding of students' intelligence potential and interests in improving their teaching strategies (Sulaiman et al., 2010). Lecturers' multiple intelligence profiles influence learning activities applied in learning English for Islamic studies. Based on the recapitulation of the average score of L1 was 3,66, while the average score of L2 was 3,11 and L3 was 2,78, it can be categorized into three categories: 1) High Perceived Multiple Intelligence (HPMI), 2) Moderate Perceived Multiple Intelligence (MPMI), and 3) Low Perceived Multiple Intelligence (LPMI).

The lecturers' perception refers to the understanding of multiple intelligence-based instruction. Based on the results of interviews, paying attention to the student's intelligence potential and preferences in terms of the learning process becomes a consideration in providing varied activities or strategies. Multiple intelligence-based instruction can accommodate the existing potential intelligence, provide the best way of learning, and develop the strength of potential intelligence of students based on their abilities. The lecturer thought that several intelligences are found in students, which then require maximum effort from lecturers to accommodate these intelligences. The activities of learning should be designed to develop students' different intelligences, improve their strengths abilities and rectify their weaknesses (Dolati & Tahriri, 2017). The lecturers were interested in implementing multiple intelligence-based instruction because it brings a new paradigm on how to improve the learning and teaching quality of English for Islamic studies. They thought that the students were not only linguistically and mathematically talented but also that other intelligences existed in every classroom. The lecturers believed that the implementation of MI-based instruction in the teaching and learning process accommodates the student's strength intelligence potentials and gives the same opportunity to all students. Munir et al., (2023) underscored the importance of a multifaceted approach to language teaching, which recognizes and utilizes the diversity of students' strategies for coping with speaking anxiety, is critical.

Lecturers must have sufficient ability and knowledge about how to implement MI-based instruction. For that, there is a need for a common perception before MI-based instruction is applied in English classes for Islamic studies. Yaumi et al., (2018) found that teachers' understanding and performance improvement through training on multiple intelligence-based

instruction, designing student-centered approaches, and mentoring the implementation of student-centered learning show significant contributions. One way to improve lecturers' understanding and skills in teaching with the MI activity approach is to provide training or workshops. In line with this, Rosmaladewi et al., (2020) found that lecturers believe that professional development programs are a means for them to improve their knowledge, skills and expertise.

## CONCLUSION

Based on findings and discussions, this study emphasized on lecturers' perception about understanding of MI-based instruction. It offers an interactive model of teaching and learning process because the instruction was based on the students-centred learning. MI-based instruction provides equal opportunities to all students in acquiring knowledge of English for Islamic studies. The learning activities implemented vary greatly because they are based on each student's learning preferences. Lecturers' understanding of MI-based instruction differs from one lecturer to another based on the results of the interviews conducted and the results of the multiple intelligence inventory for teachers that show differences. The lecturers had different strength potential intelligence profiles in each intelligence feature. They thought and believed that students were not only talented in math and language subjects but also other intelligences. This study encourages future research on connecting the understanding of the multiple intelligences of lecturers with the needs of students in the process of learning English for Islamic studies.

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