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Talent Mapping of the Howard Gartner Model for High School Students in Tangerang City Banten

Sara Sahrazad
Universitas Indraprasta PGRI Jakarta
Corresponding Author: Sara Sahrazad Sara.sahrazad@gmail.com

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A B S T R A C T

Talents and interests are things that are not easy to formulate for the development of high school students. Grade 12 students who are ending their studies need basic referrals for parents and students. The purpose of this study is to map the intelligence and talents possessed by students before graduating from high school (SMA), and to analyze the interests possessed by students. The respondents of this study were 12th grade high school students in the city of Tangerang. The number of respondents was 102 students. The research method used is descriptive statistical method. Based on the results of the study, students who have multiple intelligences of mathematical logic as many as 30 students achieve a percentage of 28.8%, while the smallest is interpersonal as many as 3 students by 2.5%. The implication of this research is that schools and teachers and parents of students can use these results as a reference for learning styles and specializations in a particular field, when they continue their studies and the field of work they will be involved in

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INTRODUCTION

Learning based on Multiple Intelligences really needs to be implemented in learning in schools (Diana, R., et al. 2020). This is because basic education is the foundation of the education level. It is this learning that is carried out in basic education that is used as a basis for children to develop their knowledge in a higher learning process. So that if neglect of the child's intelligence has been carried out, then the child cannot develop optimally according to the child's talent interests. Conversely, the earlier the development of intelligence owned by children is developed, the sooner the teacher knows the potential possessed by students, besides that the teacher can teach character education based on multiple intelligences (Masaong, A. K. (2013).

Learning that adapts multiple intelligences is an effort to optimize learning outcomes and students' talents and interests (Muali, C. 2016). Besides learning based on multiple intelligences (multiple intelligence) mapping of multiple intelligences in high school students is also important. Grade 12 students who will graduate from high school must be equipped with a lot of preparation. In addition to exam preparation, students also need to know and understand the intelligence they have.

Understanding of students' talents and interests in general is still related to the intelligence possessed by students. Lena, I. M., et al., 2020). Efforts made by schools usually work with psychologists who will give tests to students.

Multiple intelligence was pioneered by a psychologist named Howard Gartner (Siregar, B., et al., 2020). Gartner classifies multiple intelligences in the form of musical, naturalist, linguistic, interpersonal, intrapersonal, visual spatial, mathematical logic, kinesthetic, and moral intelligence.

The nine intelligences are expected to be able to create abilities that contain 3 components, namely the ability to solve problems, generate new problems and create something (Marliani, N. 2015). Can be explained in Figure 1 below:

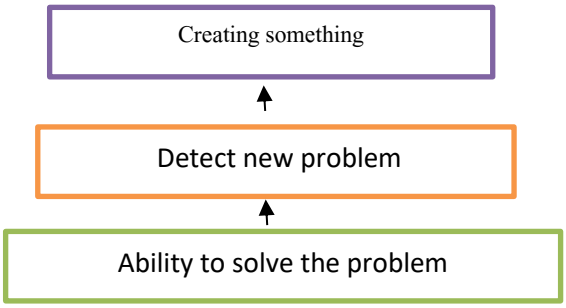

Figure 1. Component of Multiple Intelligence

Giving tests from psychological institutions mostly gives written tests to students. This is done in addition to time and cost limitations, so the test only relies on written tests.

Researchers highlight several high schools in the city of Tangerang. This location is one part of the province of Banten. The 32nd province continues to improve the quality of education, including high schools in Tangerang, Banten.

Based on the description above, the researcher can propose research problems, first, what are the results of mapping the intelligence and talents possessed by students before graduating from high school (SMA)?, and what interests do students have? While the aim of the research is to map the intelligence and talents possessed by students before graduating from high school (SMA), and to analyze the interests possessed by students.

METHODS

This study uses descriptive statistical methods. Respondents came from high schools located in the city of Tangerang, Banten. The number of respondents was 102 students, grade 12 science. The researcher gave the google form online to the students, and conducted open interviews with the students. The entry form contains questions that lead to multiple intelligences of students. The intelligence to be measured is an interview conducted for 2 weeks. The interview guide was prepared with the approval of the psychologist. The interview process was also assisted by teachers and volunteers who work as psychologists. The intelligences to be mapped are musical, naturalist, linguistic, interpersonal, intrapersonal, visual spatial, mathematical logic, kinesthetic, and moral intelligence.

As for the stages of the research, it was carried out through several important processes and activities such as pre-interview, data processing and drawing conclusions.

RESULTS AND DISCUSSION

Before filling out the Google form, students are given an explanation and direction in class. This is done so that students understand the accuracy and accuracy of answers.

Figure 2. Students in the Class

The results of filling in the Google form can be seen in the graph below:

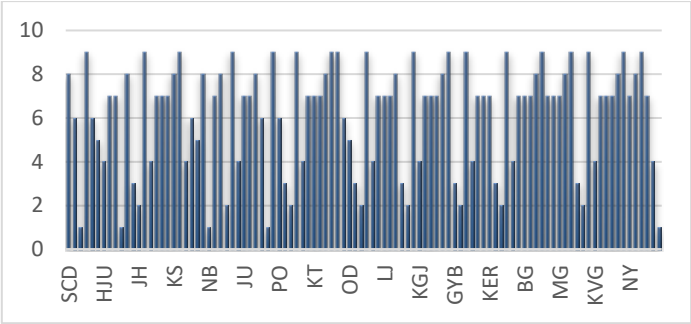

Figure 3. Intelligence

Explanation
Musical: 1
Naturalis: 2
Linguistic: 3
Interpersonal: 4
Intrapersonal: 5
Visual spasial : 6
Logika matematika:7
Kinestetik: 8
Moral : 9

Completion of the google form is done by students in their respective homes. While the interview was conducted at school for 2 weeks. Researchers assisted by teachers interviewed 7-8 students per day. Each student was interviewed for 30 minutes.

The results of the interviews are used to support data that is already in the Google form. These results can also be a reference for parents in following the process of this activity.

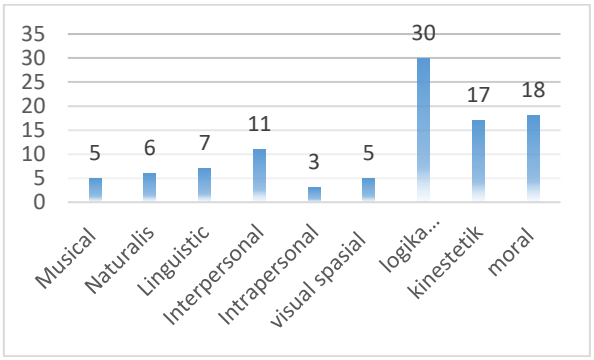

Figure 4. The Number of Multiple Intelligent for Students

Based on the results of Figure 2, it can be explained that the percentage of multiple intelligences in each student is different and varied. The highest percentage of multiple intelligences in mathematical logic is 30 students, the percentage reaches 28.8%, while the least is interpersonal, as many as 3 students, 2.5%.

These results also emphasize that mathematical logic is also the intelligence of the most students, because the respondents who took part in this study were natural science class students.

Researchers also advise students on courses and jobs that suit their multiple intelligences. For example, those who have multiple intelligences, naturalists, can choose environmental and biology study programs, because they are related to nature.

Mapping the multiple intelligences of students can provide an overview for teachers, how they teach their students (Khiyarusoleh, U. 2018). The teacher is more familiar with the character and the strengths of the students (Widiyarto, S. et, al, 2022 : Ati, et.all. 2021). Character recognition is needed so that the teacher is not difficult to direct, because the teacher has data on which parts of the students have the interests and intelligence they have. Selection of study programs can pay attention to students' interests and intelligence (Rufaidah, A. 2015).

The interest that appears most in students is an interest in fields related to mathematics. This will be a basis for parents and students in choosing a study program later. This is in line with the opinion of Sukada, I.K., et al (2013) which states that interest can affect students' mathematical results. Research also states that students' interest in learning and parenting at home can also affect students' mathematical learning outcomes (Murtafiah, M., 2016).

Mapping and recognizing student intelligence can be developed with learning methods that match the intelligence of each student. One method that has been studied is the e-learning method. This method is able to significantly increase student interest in increasing students' multiple intelligences (Andayani, D. 2018). Each intelligence above has its own characteristics (Cleopatra.et.al. 2022) The following are some of the characteristics that Mother can see in your Little One based on the intelligence they have.

Sensitivity to language and words (Verbal-Linguistic Intelligence), Children's sensitivity to abstract patterns and mathematical patterns (logical-mathematical intelligence), Sensitivity to certain spatial and spatial conditions and situations (spatial-visual intelligence), carrying out various physical activities that are oriented towards cultivating the body (Kinesthetic-physical intelligence), sensitivity to pitch, tempo, and rhythm of music (Wulansari,et.al.2021) sensitivity to oneself and self-awareness (Intrapersonal sensitivity), sensitivity to self-relationships with their social environment (interpersonal sensitivity), sensitivity to various parts of the natural environment (naturalist sensitivity)

CONCLUSION AND RECOMMENDATION

The mapping of high school students in grade 12 science shows that more students have logical mathematical intelligence of 30 students, moral intelligence of 18, kinesthetic intelligence of 17, interpersonal intelligence of 11, linguistic intelligence of 7, naturalist intelligence of 6, musical intelligence of 5, interpersonal intelligence of 5 and spatial intelligence by 3.

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