

Developing of a Multiple Intelligences-Based Elementary School Learning Kits to Improve Student Character of Social Awareness



Abu Dharin

UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Indonesia

<https://orcid.org/0000-0001-9868-8242>

ABSTRACT: This study aims to produce learning tools based on multiple intelligences (interpersonal, intrapersonal and naturalist intelligences) that are appropriate and effective to improve the social awareness character of fifth grade elementary school students. The learning tools that will be developed are in the form of products which include teacher's manuals and student handbooks. The resulting product applies learning that contains 3 kinds of intelligence, the characters to be developed are social awareness, scientific approach, and student activity-oriented. This type of research is Research and Development (R&D), which uses the instructional development model from Dick & Carey. The product draft that is made is subject to content validation by experts to test the feasibility of the product. Furthermore, the draft was tested on a limited basis to small groups or individuals, after that a field trial with a wider scope was carried out and this trial was a test of the acceptance of the model and determined the feasibility and effectiveness of the product. This stage produces the final product in the form of a teacher manual and student handbook that is appropriate, practical and effective to increase social awareness of fifth grade elementary school students in Indonesia.

KEYWORDS: Learning kits, student character, multiple intelligences, social awareness

INTRODUCTION

The purpose of Indonesian national education is stated in Article 3 of Law Number 20 of 2003 concerning the National Education System to develop the ability of students to become human beings who believe and are devoted to God Almighty, have noble character, are capable, healthy, independent, creative. and become democratic and responsible citizens. Based on the goals of Indonesia's national education, the implementation of education must implement character education. According to Lickona in Pane & Patriana (2016) character education includes three components, namely moral knowing, moral feeling, and moral action. Character education is very urgent to shape the behavior of students, especially at the elementary school level because elementary school age is the right age to carry out education and character formation.

Akbar (Akbar et al., 2014) revealed that the problems of character in elementary schools, among others, are: 1) character education in elementary schools has a tendency not to be formed according to the principles of true value education; 2) do not have a main design for character education in their respective elementary schools; 3) the implementation of value and character education in elementary schools does not foster life values such as love, respect, peace, cooperation, obedience, democracy and not all of them form concern in the practice of character education in elementary schools; 4) various rules in character education in schools are more dominantly made by teachers and principals and are not enforced optimally; 5) implementation of education and learning that does not respect human dignity. The results of Akbar's research can indicate that education in elementary schools is still teacher-centered, not humanist, and has not implemented multiple intelligences that can develop the different potential of children's intelligence in each child. Therefore, it takes learning based on multiple intelligences or multiple intelligences, especially interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. Interpersonal intelligence can shape children's social care, because interpersonal intelligence involves the ability to have empathy for others, the ability to interact or establish relationships, and is formed on the ability to know differences, temperament, motivation and attention (Gardner, 1993, p. 23).

Learning tools must be prepared according to the characteristics of students to provide opportunities for students to develop their potential (Chatib, 2015), (Surna & Pandeirot, 2014), (Wicaksono et al., 2014). This can be done by compiling learning

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tools that use varied learning strategies to accommodate all student potential (Suarca et al., 2016), (Surna & Pandeirot, 2014). In addition, the learning process that uses strategies to facilitate students' abilities (one of which is multiple intelligences) will help teachers create a series of learning activities that refer to learning indicators to achieve the expected competencies (Sudarma et al., 2019).

Responding to the above reality, multiple intelligences-based learning must be the main choice in the learning process where the purpose of education is to develop the ability of students to become human beings who believe and fear God Almighty, have noble character, are capable, healthy, independent, creative and become democratic and responsible citizens (Law No. 20 of 2003).

Learning in elementary school children should be carried out with the aim of providing basic concepts that have meaning for children through real experiences that allow children to show activity and curiosity optimally. Then put the position of the teacher as a companion, mentor and facilitator for children. An educational process like this can balance learning that is only oriented to the will of the teacher which places the child passively and the teacher becomes dominant. Dependence at the beginning of life is something that is natural, but with time there comes a time when children have to be more independent, so there needs to be a balance between the roles and parenting patterns of educators who are too dominant to become more democratic so that students have the freedom to explore the world around them.

In reality, child-centred learning is currently far from being desired. The learning process in schools is still centered on the teacher (teacher centered) and not yet on the child (student centered). This can be interpreted that the learning process in schools tends not to develop critical, creative and innovative thinking, but only strengthens the ability of the left brain. The phenomenon that appears is that many teachers educate their children to sit still, be quiet and just listen. Creative children who are always on the move and ask a lot of questions are actually seen as hyperactive and naughty children.

Multiple intelligences-based learning will provide the widest possible opportunities for students to grow and develop in line with their potential, talent, active and creative. The formation of student character can be formed through learning if the learning carried out can stimulate students to behave according to their potential, develop themselves and actualize them in real life. This can be done by applying humanistic and cognitive-constructivist learning theories. Humanistic learning theory is learning that focuses on students and the teacher only facilitates (Komara, 2014, p. 2). The learning process in elementary schools must refer to the national curriculum. The national curriculum that is in accordance with the application of humanistic and constructivist learning is the 2013 curriculum. The 2013 curriculum is student-centered learning that applies thematic-integrative learning with a concrete, integrative and hierarchical approach. With thematic learning, students can gain hands-on experience and get used to being able to find out for themselves a variety of knowledge that is learned thoroughly, meaningfully, authentically and actively (Warso, 2013, p. 36). Therefore, the learning device that will be developed in this study uses the 2013 curriculum based on multiple intelligences.

Research on learning devices based on multiple intelligences has been studied by previous researchers. Research from Nur Faidah (2012) which examines the implementation of multiple intelligences learning methods for students of primary education age by teachers. Eni Purwati's research (2011) which examines the application of multiple intelligence systems (MIS) in junior high schools. Research by Probowening, Sopyan and Handayani (2014) on development by developing learning materials based on multiple intelligences in order to increase the level of motivation and student achievement in learning Physics for junior high school students.

This study has a difference compared to previous studies, namely that previous researchers only examined learning or multiple intelligences-based learning methods applied by teachers or schools. Meanwhile, previous research that carried out the development was the development of multiple intelligences learning strategies that did not produce products in the form of books or learning modules, and were only validated by experts. This research was not carried out by previous researchers, because this research developed multiple intelligence-based learning tools to improve the character of elementary school students which produced products in the form of teacher handbooks and modules or teaching materials for students. The product was not only validated by experts, but also tested on teachers and students in elementary schools in a small and broad scope so that the product could be disseminated to elementary schools or madrasah ibtidaiyah in a broad scope.

LITERATURE REVIEW

The most basic purpose of education is to change a person into a good and intelligent person. An educated person must be a person who can use his knowledge for good deeds. Therefore, a successful education system is one that can equip individuals with the good characters needed to build the nation (Pane & Patriana, 2016).

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Character education is the goal of the school by creating an environment where students can learn well (Mei-Ju et al., 2014). There are various kinds of teaching and approaches to guide students in recognizing character education. The newer approach is intended to improve the social caring character of elementary school students.

Social sensitivity can simply be interpreted as a person's ability to react quickly and accurately to certain social objects or situations around him. There are various social concerns including sharing with others, being willing to help people in need, having the courage to apologize if they make mistakes, and respecting other people who have different conditions (Tondok, 2012: p.6).

Bennett (Lickona, 2008: p.87) says that people who have good character act sincerely, loyally, bravely, virtuously, and fairly without being tempted by the opposite. They do the right thing out of habit. Someone who has high social sensitivity will easily have a high sense of caring for others.

Mu'in (2011: 231) states that caring is a trait that makes the perpetrators feel what other people feel, know how it feels to be someone else, sometimes indicated by the act of giving or being involved with the other person. Samani and Hariyanto (2011: 25) caring means treating others politely, acting politely, tolerant of differences, not liking to hurt others, willing to listen to others, willing to share, not demeaning others, not taking advantage of others, able to cooperate, want to be involved in community activities, love humans and other creatures, loyal, love peace in dealing with problems.

According to Rachman (2011: 25) indicators in caring are: (1) maintaining cleanliness, beauty, and natural preservation; (2) provide assistance in accordance with their abilities to other people who are affected by disasters or are less fortunate in their lives; (3) not being indifferent to changes or environmental conditions;

In Character Counts (2012, 56), there are several things to be a caring person, namely: 1) Treat others with kindness and generosity, 2) Help people who need help, 3) Be sensitive to other people's feelings, 4) Never be rude or like to offend, 4) Think about how your actions will hurt or hurt other people, 5) Always remember that we will be people who care about actions that are based on caring.

People who have social concern are people who when they see other people in difficult or sad conditions will not just stop looking at that person, but do something (give money and or goods, or other things) to help that person. People who have social concern will not do things that hurt or harm others.

The development of social caring character can be done in multiple intelligences-based learning because one of the intelligences in multiple intelligences, namely interpersonal intelligence, involves the ability to have empathy for others, the ability to interact or establish relationships, and is built on the ability to know differences, temperament, motivation, and attention. (Gardner, 1993: 23)

The theory of multiple intelligences was introduced in the early 1980s by Howard Gardner who defined this theory as the ability to solve problems or create products of value in a culture or society (Alsalhi, 2020; Shearer & Karanian, 2017). Multiple intelligences is an assessment that looks descriptively at how individuals use their intelligence to solve problems and produce something (Gardner, 1993).

Gardner argues that the theory of multiple intelligences is one of the new changes for the learning process because for Gardner everyone has their own abilities and varies between individuals both in the level and type of skills they have (Alsalhi, 2020). There are eight intelligences identified in the theory of multiple intelligences which include verbal linguistic intelligence, logical mathematical intelligence, visual/spatial intelligence, musical intelligence, body kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Alsalhi, 2020; Sahli et al., 2011).

Each individual has its own uniqueness. Each individual has different preferences, interests and skills. Based on the theory of multiple intelligences that each individual has a different intelligence. The level of individual intelligence is not only determined by the magnitude of the IQ number but also other abilities, namely the ability to solve problems at hand, formulate new problems to find solutions or create something of value (Sahli et al., 2011). Everyone may have one dominant intelligence and another secondary intelligence in the learning process.

Abenti (2020) suggests that multiple intelligences is the best way to educate and communicate with students in a diverse and modern classroom environment. Not all students have the same learning style and every teacher has a different teaching style based on their own uniqueness. The curriculum based on the theory of multiple intelligences integrates teaching and learning processes and evaluation with intelligence development so as to produce an integrated and meaningful process (Díaz-Posada et al., 2017).

Learning styles have an important place in learning, namely how to learn (Carroll, 2001). Student learning styles contribute to the effectiveness of learning. The effectiveness of learning will decrease if students study in an environment that is not in accordance with their learning style (Kazu, 2009). According to the theory of multiple intelligences, each student has different intelligences. Students will more easily understand the lesson if the material is presented in accordance with the intelligence that

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stands out in students. For example, if students excel in musical intelligence, they will easily understand certain subjects, such as biology, if they are explained by incorporating elements of music into them. If students excel in visual intelligence, they will more easily catch the lesson if it is explained using a variety of observable forms (Hamzah, 2009). Because the intelligence of students in the class varies, the teacher needs to enter and process the material to be taught according to the intelligence of the students.

Elementary school material developed in this study is material that can support the achievement of character education goals for elementary school students through learning based on multiple intelligences. This study aims to create a learning device about character education, the material to be developed is that which contains core competencies 1 and core competencies 2 which are related to the purpose of building student character. The material is also material that can be given to students with a multiple intelligences-based learning model for elementary school children and is based on integrative thematic learning. Elementary school material in the 2013 curriculum is integrative thematic in which the learning emphasizes the ability to read, write, count and inculcate moral values, is the right material to be developed in research on character education for elementary school children based on multiple intelligences, and is predicted to be able to shape character social awareness.

METHOD

The type of research used in this research is Research and Development (R&D), which uses the instructional development model of Dick & Carey. Research and development methods are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2012, p. 297). The instruments developed in this study were a questionnaire/questionnaire and an assessment instrument (test). The draft model/product made by the researcher was validated by the experts to test the feasibility of the product. Furthermore, the draft is tested on a limited basis in small groups or individuals, after that a field trial with a wider scope is carried out and this test is a test of model acceptance and determines the feasibility of the product. This stage will produce the final product in the form of teacher manuals, lesson plans, student handbooks, student worksheets and evaluation instruments that will be used as learning tools for elementary school students.

RESULT AND DISCUSSION

The initial product is the initial draft of the learning device made by the researcher before it becomes the final product to be used as a learning tool in elementary schools or madrasah Ibtidaiyah on a large scale, which is tested first. As explained above, researchers have made learning device products in the form of teacher manuals and teaching materials for fifth grade elementary school students using the 2013 curriculum which contains subject matter for theme 3, namely the theme of healthy food which includes 3 sub-themes, namely sub-theme 1, sub-theme 2 and sub-theme 3. There are four further research steps that must be carried out until the developed learning tools can be disseminated and used as learning tools, namely: 1) validation or review by experts with the aim of asking for advice, improvement and input from experts, 2) small group or individual trials and small group trials, namely to fifth grade elementary school students in 2 elementary schools based on multiple intelligences, 3) field trial or broad test (field trial evaluation) involving more schools and in a wider scope. more broadly, 4) revisions if any, revisions can be made based on the results of the feasibility test from the experts, the results of small-scale trials and results of large-scale trials.

The purpose of the above steps is to get feedback and input from experts and potential users of learning tools. Feedback and input from experts and potential users are as a basis or reference for researchers to make revisions or improvements to the developed learning tools. The results of the feasibility test from the experts, small or limited-scale trials and large-scale trials are as follows:

1. Model Eligibility

The implementation and results of the feasibility test can be explained in detail as follows:

a. Result of expert review (expert review)

In the service test or assessment by experts, researchers use four categories of experts, namely character education experts, multiple intelligence experts, learning design experts and learning evaluation experts. The following is a list of experts along with their backgrounds and expertise in their respective fields.

Table 1. List of Experts who conducted due diligence

No	Area of expertise	Quantity
1	character education expert	2 people
2	Multiple intelligence expert	2 people
3	learning material experts	2 people
4	learning design experts	2 people
5	learning evaluation experts	3 people

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The feasibility test of the experts was carried out by distributing validation instruments in the form of a questionnaire or questionnaire to the experts. The results of the answers from the experts were then analyzed with the following analytical steps: 1) Tabulated all data obtained from the validator for each component/aspect and assessment item available in the instrument; 2) Calculate the score of each component/aspect. Changing the score into a value with five scale criteria with the categories of response choices, namely very good (5), good (4), quite good (3), not good (2), not good (1); 3) Calculate the value with five scale criteria from each component/aspect with the percentage formula.

Furthermore, the validity of the expert's assessment was analyzed using the Aiken formula (1985) to calculate the content-validity coefficient based on the results of the assessment of the expert panel of n people on an item in terms of the extent to which the item represents the construct being measured.

The aspects studied on the character of social care are: 1) Encouraging the growth and development of attitudes and actions that reflect concern for other people and communities in need, 2) Motivating students to maintain cleanliness, beauty, and nature preservation, 3) Guiding students to provide assistance according to their ability to other people in need, and 4) Motivating students not to be indifferent to environmental conditions.

The results of the feasibility test for the content of social care characters in teacher handbooks and student teaching materials are based on scores from the questionnaire answers distributed to experts which are then analyzed using the Aiken formula, the results are as follows:

Table 2. The results of the feasibility test for the character of social care

Character	Aspect	Result Aiken	Description
social care	1	0.850	Valid
	2	0.750	Valid
	3	0.750	Valid
	4	0.750	Valid
V. Aiken		0.797	Valid

Based on table 2 above, it is known that the results of the feasibility test from the experts on the content of the social care character in the initial draft of the learning device to improve the student's social awareness character developed by the researcher was declared valid because the V value of 0.797 was greater than 0.7. Thus, the initial draft of the learning device developed by the researcher in terms of the character of students' social care can be declared eligible and can be continued on the next test without revision.

The suggestions or input from students' character education experts related to the content of social care and creativity characters in the initial draft of learning tools to improve the character of social awareness and creativity of students developed are as follows:

Table 3. Input / input of character education experts

Input	Expert
1 st	Appropriate to use according to the advice. The input is to correct or revise grammatical / grammatical errors in the validation instrument, not in the draft learning device
2 nd	Worth using according to suggestion. The input is to correct or revise grammatical / grammatical errors in the validation instrument, not in the draft learning device

Based on the input or suggestions from the character education experts above, researchers need to make revisions or improvements to some grammatical/grammar errors in the instrument or validation questionnaire distributed to experts where the improvement does not change the substance or content of the items/items of the validation instrument statement. , not on the draft of the developed learning device. This can be interpreted that the draft of the learning tools developed in terms of the content of the character of students' social care does not need to be revised.

The results of the feasibility test for the content of interpersonal, intrapersonal and naturalist intelligence in the teacher's handbook and student teaching materials based on the scores from the questionnaire answers distributed to the experts which were then analyzed using the Aiken formula obtained the following results:

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Table 4. The results of the interpersonal, intrapersonal and naturalist intelligence test results

Intelligence	Aspect	Result Aiken	Description
Naturalist			
	1	0.875	Valid
	2	0.750	Valid
	3	0.750	Valid
Interpersonal			
	1	0.750	Valid
	2	0.750	Valid
	3	0.875	Valid
Intrapersonal			
	1	0.875	Valid
	2	0.875	Valid
	3	0.875	Valid
V. Aiken		0.819	Valid

Based on table 4 above, it is known that the results of the feasibility test from the experts on the content of interpersonal, intrapersonal and naturalist intelligence in the initial draft of multiple intelligences-based learning tools to improve the character of students' social care developed were declared valid because the value of V aiken was 0.819 greater. of 0.7. Thus, the initial draft of the learning device developed in terms of the content of interpersonal, intrapersonal and naturalist intelligence can be declared eligible and can be continued on the next test without revision.

The results of the feasibility test for the design of the draft teacher handbook and books for students were based on scores from the answers to the questionnaire distributed to the experts which were then analyzed using the Aiken formula. This feasibility test includes design and learning materials with 50 items or validation items covering all aspects of design and learning materials. The results of the feasibility test are as follows:

Table 5. The results of the feasibility test for the design of the draft teacher handbook and books for students

Item	Aiken Validation Result	Description
1	0.875	Valid
2	0.875	Valid
3	0.875	Valid
4	0.875	Valid
5	0.750	Valid
6	0.750	Valid
7	1.000	Valid
8	0.875	Valid
9	1.000	Valid
10	0.875	Valid
11	0.750	Valid
12	0.750	Valid
13	0.750	Valid
14	0.750	Valid
15	0.875	Valid
16	0.875	Valid
17	0.875	Valid
18	0.875	Valid
19	0.875	Valid
20	0.875	Valid
21	0.875	Valid
22	0.875	Valid

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Item	Aiken Validation Result	Description
23	0.750	Valid
24	0.750	Valid
25	0.750	Valid
26	0.750	Valid
27	0.750	Valid
28	0.750	Valid
29	0.750	Valid
30	0.750	Valid
31	0.750	Valid
32	0.750	Valid
33	0.750	Valid
34	0.750	Valid
35	0.750	Valid
36	0.750	Valid
37	0.750	Valid
38	0.875	Valid
39	0.750	Valid
40	0.750	Valid
41	0.875	Valid
42	0.875	Valid
43	0.875	Valid
44	0.750	Valid
45	0.875	Valid
46	0.750	Valid
47	0.875	Valid
48	0.875	Valid
49	0.875	Valid
50	0.875	Valid
V.Aiken	0,818	Valid

Based on table 5 above, it is known that the results of the feasibility test from the experts on the draft teacher handbook design, lesson plans and student learning modules as well as the material developed by the researchers were declared valid because the value of V aiken was 0.818 which was greater than 0.7. Thus, the initial draft of the learning device developed by the researcher in terms of design and learning materials can be declared to meet the feasibility and can be continued in the next test. It can also mean that the learning draft on the design and learning materials meet the feasibility in terms of format, organization, attractiveness, font shape and size, space (empty space), consistency and presentation of images. Likewise, the learning materials contained in the learning modules or student teaching materials have met the eligibility in terms of self-instructional, self-contained, stand-alone, adaptive, user friendly, clarity of message, content representation, classical/individual.

The suggestions or input from learning design experts and learning module materials or student teaching materials in the initial draft of multiple intelligences-based learning tools to improve the character of social awareness and student creativity developed by researchers are as follows:

Table 6. Input / input from learning design experts and learning materials

Input	Expert
1 st	<p>Suitable for use with revisions according to suggestions. The inputs are:</p> <ul style="list-style-type: none"> - The use of icon marks needs to be clarified, explained in advance, and uniformed. - pictures or illustrations seem to need to be made more attractive by being illustrated by illustrators.

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- point (3) can be circumvented by using an interesting combination of text, paper, and colors
- The structure of language or sentences in the text needs to be simplified
- cover made more attractive
- The design of each chapter is given an attractive picture

2nd Worth using without revision. No input.

Based on the input or suggestions from the learning design experts and the learning materials or student teaching materials above, the researchers need to make revisions or improvements to the draft design of the learning tools developed while the learning materials do not need to be revised. This can be interpreted that the draft of learning tools developed by researchers from the design side needs to be revised in the form of: clarifying icon signs and giving explanations at the beginning and uniformly, making pictures or illustrations that are more attractive with the help of an illustrator or combined with text, paper and colors that interesting, simplification of the structure of language or sentences in the text, the cover is made more attractive and each chapter is given an interesting picture. These improvements were made to impress and attract students' interest in learning.

The results of the feasibility test for evaluating learning on student teaching materials are based on scores from the answers to the questionnaire distributed to the experts which are then analyzed using the Aiken formula. In this feasibility test, there are 16 items of validation questions/statements. The results of the feasibility test of the learning evaluation draft from the experts are as follows:

Table 7. The results of the feasibility test of the learning evaluation draft

Item	Aiken Result	Validation	Description
1	0.833		Valid
2	1.000		Valid
3	1.000		Valid
4	0.833		Valid
5	0.917		Valid
6	0.833		Valid
7	0.917		Valid
8	0.917		Valid
9	0.750		Valid
10	0.750		Valid
11	0.833		Valid
12	0.833		Valid
13	0.750		Valid
14	0.750		Valid
15	0.917		Valid
16	0.750		Valid
V. Aiken	0.849		Valid

Based on table 7 above, it is known that the results of the feasibility test from the experts in the learning evaluation draft developed by the researchers were declared valid because the value of V aiken was 0.849 which was greater than 0.7. Thus, the initial draft of student teaching materials on the learning evaluation developed by researchers in terms of the learning evaluation can be declared eligible and can be continued in the next test. It can also mean that the learning draft in the design and learning materials meet the feasibility in terms of clarity, content accuracy, relevance, content validity, no bias, and language accuracy.

The suggestions or input from learning evaluation experts in the initial draft of multiple intelligences-based student teaching materials to improve the character of social awareness and creativity of students developed are as follows:

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Table 8. Input/input of learning evaluation experts

Input	Expert
1 st	Suitable for use with revisions according to suggestions. The inputs are: <ul style="list-style-type: none">- We recommend that in one option it is enough to include one option- needs to improve the conversation between Sinta and Yuri contained in the draft of student teaching materials page 18 Material 4.
2 nd	Worth using without revision. No input.
3 rd	Worth using without revision. No input

Based on the input or suggestions from the learning evaluation experts above, the researchers need to make revisions or improvements, namely in the form of improving the options in the answer choices, and improving the conversation between Sinta and Yuri contained in the draft student teaching materials page 18 Material 4. carried out by the researcher, the next test can be carried out using a second draft that has been revised or improved by the researcher.

b. Small-scale trial results

After revisions or improvements have been made to the initial draft of the developed learning tools, the initial draft is called draft 1. Draft 1 is then carried out small-scale trials which include individual tests, namely to several teachers from 2 schools, and small groups, namely to several students at 2 elementary schools based on multiple intelligences. Small-scale trials, namely individual and small group tests, aim to test the feasibility of draft 1 learning device which is an initial draft that has been revised according to input or input from experts.

Small-scale trials on individual tests, namely to 3 teachers from 2 elementary schools (2 SD IT Annida Purwokerto teachers and 1 MI Ma'arif NU teacher Dawuhan Wetan), and small groups to students in 2 schools, namely 5 people. SD IT Annida Purwokerto students and 5 students from MI Ma'arif NU Dawuhan Wetan. The results of individual tests and trials in small groups, namely on a small scale, are as follows:

a) Individual test results

Individual tests were carried out on 3 teachers, namely 2 SD IT Annida Purwokerto teachers and 1 MI Ma'arif NU teacher Dawuhan Wetan. This individual test aims to test the feasibility of the draft 1 learning tool developed by the researcher. This individual test was carried out by filling out a questionnaire distributed by the researchers after the teachers had read and looked at the draft 1 of the learning tools developed. The teacher's guide book feasibility test includes aspects: 1) content feasibility, 2) presentation feasibility, and 3) language feasibility. The feasibility test of teaching materials or learning modules for students includes multiple intelligences and student character. The multiple intelligences charge covers aspects of naturalist intelligence, interpersonal intelligence and intrapersonal intelligence. The content of the student's character includes the character of social care and student creativity. The results of the feasibility test for the draft 1 learning tool in the teacher's manual, it is known that each content feasibility indicator gets a score from the teachers on average is B or good. These results can indicate that the feasibility of the contents of draft 1 of the learning device developed by the researcher from the content or material content is good, so it is feasible to be used in learning tools.

The results of the presentation feasibility test can be seen that each presentation feasibility indicator gets a score from the teachers on average is 4 which means good. These results can indicate that the feasibility of the presentation of draft 1 of the learning tool developed in terms of material presentation is good, so it is feasible to be used as a learning tool.

The results of the language feasibility test showed that each of the language eligibility indicators received an average score of 4 from the teachers, which means good. These results can indicate that the language used in draft 1 of the learning tool developed by the researcher is good, so that draft 1 is feasible to be used as a learning tool.

The results of the feasibility test for draft 1 learning modules or teaching materials for students are as follows:

1) The results of the naturalist intelligence load test

The results of the naturalist intelligence load test of draft 1 teaching materials for students given by the respondents were that each indicator of the naturalist intelligence content got a score from the teachers, the average was 4, meaning it was good. These results can indicate that the content of naturalist intelligence in draft 1 of the learning tool developed by the researcher is good, so that draft 1 is feasible to be used as a learning tool.

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2) The results of the intrapersonal intelligence load test

The results of the intrapersonal intelligence content test of draft 1 of teaching materials for students given by the respondents, namely teachers, that each indicator of intrapersonal intelligence content scored from the teachers on average was 4, meaning it was good. These results can indicate that the content of intrapersonal intelligence in draft 1 of the learning tool developed by the researcher is good, so that draft 1 is feasible to be used as a learning tool.

3) The results of the interpersonal intelligence load test

The results of the interpersonal intelligence load test of draft 1 teaching materials for students given by the respondents, namely teachers, it is known that each indicator of interpersonal intelligence content gets a score from the teachers on average is 4 which means good. These results can indicate that the content of interpersonal intelligence in draft 1 of the learning tool developed by the researcher is good, so that draft 1 is feasible to be used as a learning tool.

4) The results of the social care character load test

The results of the social care character load test of draft 1 of teaching materials for students given by the respondents, namely teachers, the results are known that each indicator of the social care character content gets a score from the teachers on average is 4 which means it is good. These results can indicate that the content of the social care character in draft 1 of the learning tool developed by the researcher is good, so that draft 1 is feasible to be used as a learning tool.

Small-scale or limited-scale trials in the form of small group trials for fifth grade elementary school students which include students in 2 schools, namely 5 students of SD IT Annida Purwokerto and 5 students of MI Ma'arif NU Dawuhan Wetan. Testing for students is testing on teaching materials or learning modules for students which includes multiple intelligences and student character. The multiple intelligences charge covers aspects of naturalist intelligence, interpersonal intelligence and intrapersonal intelligence. On the charge of the student's character includes the character of students' social care.

Small-scale trials were carried out during the COVID-19 pandemic, so face-to-face learning was carried out with a limited number of students. Testing on students is carried out with the following steps:

1) Conduct pre-test to students

Researchers conducted a pre-test to students to find out how the character of students' social care and intelligence which included intrapersonal, interpersonal and naturalist intelligence was at the beginning, namely before being given learning using draft 1 of the learning module or teaching materials developed by the researcher. Pre-test is done by giving questionnaires to students to be answered. The questionnaire is a character questionnaire that contains the character of students' social care, and a multiple intelligences questionnaire that contains intrapersonal, interpersonal and naturalist intelligence. After the questionnaire is filled out then it is submitted to the teacher to be assessed, and later it will be compared with the post test scores after learning using draft 1 of the learning module or teaching materials developed by the researcher.

2) Conducting learning activities for students

The fifth grade teacher conducts learning activities for students using draft 1 learning modules or teaching materials for students developed by researchers. The teacher carries out learning activities according to the teacher's manual developed by the researcher. Student activity and response during the learning process took place very well. All students are actively involved in the learning activities carried out by the teacher.

3) Conducting learning evaluation

The final part of the learning process is that the teacher evaluates learning to determine the extent to which the learning material can be absorbed or understood by students which can reflect the effectiveness of the 1st draft of the learning module for students being applied as teaching materials for students in the field. Learning evaluation uses an evaluation instrument developed by the researcher. The evaluation instrument is filled with answers by students, then collected by the teacher to be corrected and assessed by the teacher.

4) Doing post test

The researcher conducted a post test to the students to find out how the character of students' social care and intelligence which included intrapersonal, interpersonal and naturalist intelligence was at the end, namely after being given learning using draft 1 of the learning module or teaching materials developed by the researcher. The post test was carried out by giving the same questionnaire to students to answer, namely a character questionnaire containing the character of students' social care, and a multiple intelligence questionnaire containing intrapersonal, interpersonal and naturalist intelligence. After the questionnaire is filled out, it is then handed over to the teacher to be assessed, and later it will be compared with the pre-test scores to find out whether there is an increase in the value that indicates an increase in character and an increase in intelligence in students.

The results of the learning evaluation, pre-test and post-test conducted to students are as follows:

1) Learning evaluation results

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Learning evaluation is carried out at the end of each sub-theme learning after being taught to students, using an instrument developed by the researcher in accordance with the material in each sub-theme. In draft 1, the learning module or student teaching materials developed by the researcher contains 3 sub-themes, so that the learning evaluation is carried out 3 times, namely in sub-theme 1, sub-theme 2 and sub-theme 3. The results of the evaluation of learning are as presented in the table below. below. it is known that the value of student learning evaluation results is high. The value of the evaluation results of student learning in sub-theme 1 is high, where the lowest score is 80 and the highest value is 100. The value of the evaluation results of student learning in sub-theme 2 is very high, where all students get the highest score of 100. The value of the evaluation results student learning in sub-theme 3 is very high, where the lowest score is 90 as many as 3 students and 7 other students get the highest score of 100.

2) The results of the pre-test and post-test of students' character

a) The results of the student character pre test

The pre-test was carried out before students received learning using draft 1 of the learning module or teaching materials developed by the researcher. The pre-test questionnaire on character contains 20 items of questions/statements on the character of students' social care, consisting of positive and negative questions/statements. The questionnaire was compiled using a scale of 1-4 with a gradation of answers to positive questions/statements, namely strongly agree (SS) score 4, agree (S) score 3, disagree (KS) score 2, disagree (TS) score 1. While the gradation of answers on negative questions/statements, namely strongly agree (SS) score 1, agree (S) score 2, disagree (KS) score 3, disagree (TS) score 4.

After conducting a pre-test to students in schools where small-scale or limited-scale field trials were conducted, it showed that the character of students' social awareness before learning using draft 1 of the learning module or teaching materials developed by the researchers was relatively high.

b) The results of the student character post test

The post test is carried out after students receive learning using draft 1 of the learning module or teaching materials developed by the researcher. The post test questionnaire is the same as the questionnaire used for the pre test, which is about the character of students' social care which consists of positive and negative questions/statements, using a scale of 1- 4 with a gradation of answers to positive questions/statements, namely strongly agree (SS) score 4, agree (S) score 3, disagree (KS) score 2, disagree (TS) score 1. While the gradation of answers to negative questions/statements is strongly agree (SS) score 1, agree (S) score 2, disagree (KS) score 3, disagree (TS) score 4.

After the post test was conducted, the results showed that the character of students' social care after learning using draft 1 of the learning module or teaching materials developed by the researchers could be said to be very high.

c) Differences in student character after learning with draft 1

After conducting the pre-test and post-test to the students, then an analysis of the data was carried out to find out whether there were significant differences in the student's social care data which indicated an increase in the character of social awareness after learning using draft 1 of the learning module or teaching materials developed by the researcher. After analyzing the data using the pair sample test test with the help of SPSS, the results are known that the t-count value from the results of the different social care character values before learning with draft 1 (pre test) and after learning with draft 1 (post test) is 11,667 greater from t table that is 2,228 with a significance value of 0.000 less than 0.05. These values indicate that the value of the social care character after learning with draft 1 (post test) is significantly different or significantly different from the social care character of students before learning with draft 1 (pre test), where the post test value is higher than the pre test value.

3) The results of the students' multiple intelligence pre-test and post-test

a) The results of the students' multiple intelligence pre-test

The pre-test questionnaire on multiple intelligences contains 10 items of interpersonal intelligence questions/statements, 6 items of intrapersonal intelligence and 14 items of naturalist intelligence consisting of positive and negative questions/statements. The questionnaire was compiled using a scale of 1-4 with a gradation of answers to positive questions/statements, namely strongly agree (SS) score 4, agree (S) score 3, disagree (KS) score 2, disagree (TS) score 1.

While the gradation of answers to negative questions/statements is strongly agree (SS) score 1, agree (S) score 2, disagree (KS) score 3, disagree (TS) score 4. After pre-test on multiple intelligences is carried out to students , the result is that students' interpersonal intelligence before learning using draft 1 learning module or teaching materials developed by researchers is relatively high. Furthermore, the naturalist intelligence of students before learning using draft 1 of the learning module or teaching materials developed by researchers is relatively high. And students' intrapersonal intelligence before learning using draft 1 of the learning module or teaching materials developed was relatively high.

b) The results of the post test of students' multiple intelligences

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The post-test questionnaire on multiple intelligences is the same as the questionnaire used during the pre-test, namely a questionnaire containing 10 items of interpersonal intelligence questions/statements, 6 items of intrapersonal intelligence and 14 items of naturalist intelligence consisting of positive and positive questions/statements. negative and arranged using a scale of 1-4 with a gradation of answers to positive questions/statements, namely strongly agree (SS) score 4, agree (S) score 3, disagree (KS) score 2, disagree (TS) score 1. Gradation of answers on negative questions/statements, namely strongly agree (SS) score 1, agree (S) score 2, disagree (KS) score 3, disagree (TS) score 4.

After conducting a post test on multiple intelligences to the students, the results showed that the students' interpersonal intelligence after learning using draft 1 of the learning module or teaching materials developed by the researcher was high. Furthermore, the naturalist intelligence of students after learning using draft 1 of the learning module or teaching materials developed is high. And students' intrapersonal intelligence after learning using draft 1 learning module or teaching materials developed by researchers is high.

c) Differences in students' multiple intelligences after learning with draft 1

After pre-test and post-test were conducted on students, then an analysis of the data was carried out to find out whether there were significant differences in the interpersonal, naturalist and intrapersonal intelligence data of students which indicated an increase in student intelligence after learning using draft 1 learning module or teaching materials developed. by researchers. After analyzing the data using the pair sample test with the help of SPSS, the result is that the t-count value of the results of the interpersonal intelligence test before learning with draft 1 (pretest) and after learning with draft 1 (post test) is 10.434 greater than t table is 2,228 with a significance value of 0.000 less than 0.05. These values indicate that the interpersonal intelligence character values after learning with draft 1 (post test) are significantly different or significantly different from students' interpersonal intelligence before learning with draft 1 (pre test), where the post test scores are higher than the pre test scores.

The calculated t value from the results of the different naturalist intelligence scores before learning with draft 1 (pre test) and after learning with draft 1 (post test) is 20.013, which is greater than t table, which is 2,228 with a significance value of 0.000 less than 0.05. These values indicate that the value of naturalist intelligence after learning with draft 1 (post test) is significantly different or significantly different from the naturalist intelligence of students before learning with draft 1 (pre test), where the post test value is higher than the pre test value.

The t-count value from the results of the different intrapersonal intelligence test scores before learning with draft 1 (pre-test) and after learning with draft 1 (post-test) is 12.658, which is greater than the t-table, which is 2.228 with a significance value of 0.000 less than 0.05. These values indicate that the value of intrapersonal intelligence after learning with draft 1 (post test) is significantly different or significantly different from the intrapersonal intelligence of students before learning with draft 1 (pre test), where the post test value is higher than the pre test value.

Based on the results of small-scale trials, namely individual and small group tests to students in 2 SD/MI schools as described above, where the results of the feasibility test of the draft 1 learning tool carried out by teachers through individual tests were declared eligible, then the results In small group tests, students' learning outcomes using draft 1 learning modules or teaching materials for students are high, and the post test scores for students' character and multiple intelligences are higher than the scores of students' pre test results for character and multiple intelligences showing the module. learning or teaching materials for students are developed, then no revision is made to draft 1 of the learning tools developed.

5) Large-scale Trial Results

After the researcher conducted field test 1 on draft 1 of the learning device developed by the researcher, then further tests were carried out, namely field tests on a wider scale, namely individual tests to teachers from 5 SD/MI schools and to fifth grade students from 5 SD/MI schools. Field test 2, namely individual and group tests on a wide scale, aims to test the feasibility of draft 1 of the learning device which is a draft that has passed small scale trials.

The broad-scale trial was an individual test, namely to 10 teachers from 5 SD/MI, namely 2 SD IT teachers Annida Purwokerto, 2 MI Ma'arif NU teachers Dawuhan Wetan, 2 MIT teachers Lukman Hakim Slawi, 2 teachers at MIIN 1 Tegal and 2 SD IT Harapan Bunda Purwokerto teachers as well as field tests on a wide scale to students in 5 SD/MI namely SD IT Annida Purwokerto, MI Ma'arif NU Dawuhan Wetan, MI Lukman Hakim Slawi, MIIN 1 Tegal and SD IT Harapan Bunda Purwokerto has 15 students each.

The students who were used as respondents in the large-scale trial of teaching materials or learning modules for students were not named one by one because the number was very large, they were only coded R1 – R15 for each school that was used as a location for field tests 2 or wide-scale tests. this.

Furthermore, the results of individual tests and trials in small groups, namely on a small scale, are as follows:

a. Individual test results

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The individual test aims to test the feasibility of the draft learning device developed by the researcher. This individual test was carried out by filling out a questionnaire distributed by the researchers after the teachers had read and looked at the draft of the learning tools developed by the researchers.

The teacher's guide book feasibility test includes aspects: 1) content feasibility, 2) presentation feasibility, and 3) language feasibility. The feasibility test of teaching materials or learning modules for students includes multiple intelligences and student character. The multiple intelligence charge covers aspects of naturalist intelligence, interpersonal intelligence and intrapersonal intelligence. On the charge of the student's character includes the character of students' social care. It is known that each content feasibility indicator scores from the teachers an average of 5 or very good. These results can indicate that the feasibility of the contents of the 1st draft of the learning tool developed by the researcher from the content or material content is very good, so it is feasible to be used in learning tools.

2) Presentation feasibility test results

The results of the feasibility test for presenting the draft of learning tools from the respondents were that each indicator of the feasibility of presenting the score from the teachers on average was 5, meaning it was very good. These results can indicate that the feasibility of presenting the draft 1 of the learning tool developed by the researcher in terms of presenting the material is very good, so it is feasible to be used as a learning tool.

3) Language feasibility test results

The results of the language feasibility test from draft 1 given by the respondents can be seen that each of the language eligibility indicators scores from the teachers on average 5, which means very good. These results can indicate that the language used in the draft of learning tools developed by researchers is very good, so that draft 1 is feasible to be used as a learning tool.

The results of the feasibility test for the draft of learning modules or teaching materials for students include the contents of the intelligence and character of students, namely as follows:

1) The results of the naturalist intelligence load test

The results of the naturalist intelligence load test of draft 1 teaching materials for students given by the respondents, namely teachers, it is known that each naturalist intelligence charge indicator gets an average score of 4.5 which can be interpreted as very good. These results can indicate that the content of naturalist intelligence in the draft of learning tools developed by researchers is very good, so that this draft is feasible to be used as a learning tool.

2) The results of the intrapersonal intelligence load test

The results of the intrapersonal intelligence charge test of the draft teaching materials for students given by the respondents, namely teachers, it is known that each indicator of the intrapersonal intelligence content gets an average score of 4.6 which can be interpreted as very good. These results can indicate that the content of intrapersonal intelligence in the draft of the learning tool developed by the researcher is very good, so that this draft is suitable to be used as a learning tool.

3) The results of the interpersonal intelligence load test

The results of the interpersonal intelligence load test of draft 1 teaching materials for students given by the respondents, namely teachers, it is known that each indicator of interpersonal intelligence content gets a score from the teachers on average is 4.5 which can be interpreted very well. These results can indicate that the content of interpersonal intelligence in the draft of learning tools developed by researchers is very good, so this draft is suitable to be used as a learning tool.

4) The results of the social care character load test

The results of the social care character load test of the draft teaching materials for students given by the respondents, namely teachers, it is known that each indicator of the social care character content gets an average score of 4.5 which can be interpreted as very good. These results can indicate that the content of the social care character in draft 1 of the developed learning tool is very good, so this draft is suitable to be used as a learning tool.

b. The results of the trial of the draft learning device to students

The large-scale trial was in the form of trials for fifth grade elementary school students which included students in 5 schools, namely SD IT Annida Purwokerto, MI Lukman Hakim Slawi, MIN 1 Tegal, MI Ma'arif NU Dawuhan Wetan and SD IT Harapan Bunda Purwokerto. From each school, 15 students were taken as research respondents. Testing for students is testing on teaching materials or learning modules for students which includes multiple intelligences and student character. The multiple intelligences charge covers aspects of naturalist intelligence, interpersonal intelligence and intrapersonal intelligence. The content of the student's character includes the character of students' social care.

Field trial 2 was still carried out during the COVID-19 pandemic, so face-to-face learning was carried out with a limited number of students. Testing on students is carried out with the following steps:

1) Conduct pre-test to students

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Pre-test was conducted on students to find out how the character of students' social care and intelligence which included intrapersonal, interpersonal and naturalist intelligence was at the beginning, namely before being given learning using draft learning modules or teaching materials developed. Pre-test is done by giving questionnaires to students to be answered. The questionnaire is a character questionnaire that contains the character of students' social care, and a multiple intelligences questionnaire that contains intrapersonal, interpersonal and naturalist intelligence. After the questionnaire is filled out, it is then submitted to the teacher to be assessed, and later it will be compared with the post test scores after learning has been carried out using a draft learning module or teaching materials developed.

2) Conducting learning activities for students

Class V teachers conduct learning activities for students using draft 1 learning modules or teaching materials for students that are developed. The teacher carries out learning activities according to the teacher's manual developed by the researcher. Student activity and student response during the learning process took place very well. All students are actively involved in the learning activities carried out by the teacher.

3) Conducting learning evaluation

The final part of the learning process is that the teacher evaluates learning to determine the extent to which the learning material can be absorbed or understood by students which can reflect the effectiveness of the draft learning module for students being applied as teaching materials for students in the field. Learning evaluation uses an evaluation instrument developed by the researcher. The evaluation instrument was carried out by students, then collected by the teacher to be corrected and assessed by the teacher.

4) Doing post test

Researchers conducted a post test to students to find out how the character of students' social care and intelligence which included intrapersonal, interpersonal and naturalist intelligence was at the end, namely after being given learning using draft learning modules or teaching materials developed by researchers. The post test was carried out by giving the same questionnaire to students to answer, namely a character questionnaire containing the character of students' social care, and a multiple intelligence questionnaire containing intrapersonal, interpersonal and naturalist intelligence. After the questionnaire is filled out, it is then handed over to the teacher to be assessed, and later it will be compared with the pre-test scores to find out whether there is an increase in the value that indicates an increase in character and an increase in intelligence in students.

The results of the learning evaluation, pre-test and post-test conducted to students are as follows:

1) Learning evaluation results

Learning evaluation is carried out at the end of each lesson on the completed sub-themes taught to students, using instruments developed by researchers in accordance with the material in each sub-theme. In draft 1, the learning module or student teaching materials developed by the researcher contains 3 sub-themes, so that the learning evaluation is carried out 3 times, namely in sub-theme 1, sub-theme 2 and sub-theme 3. The results of the evaluation of learning from all SD/MI used as a place for field test 2 or broad-scale test, it is known that the value of student learning evaluation results is high. The value of the results of the evaluation of student learning in sub-theme 1 is high, where the lowest score is 80 and the highest value is 100. The value of the results of the evaluation of student learning in sub-theme 2 is high, where many students get very high scores, namely 100. evaluation of student learning in sub-theme 3 is very high, where the lowest score is 90 as many as 10 students out of 75 students who become respondents, 17 students get a very high score, namely 95 and the remaining 48 students get the highest score, namely 100. sub-theme 3, which is the last sub-theme of the learning draft, most of the students got very high scores.

2) The results of the pre-test and post-test of the student's character

a) Student character pre test results

Pre-test is carried out before students receive learning using draft 1 of the learning module or teaching materials developed by researchers, where this draft is still used in large-scale field trials because in small-scale field tests there are no revisions. The pre-test questionnaire on character contains 20 items of questions/statements on the character of student social care consisting of positive and negative questions/statements. The questionnaire was compiled using a scale of 1-4 with a gradation of answers to positive questions/statements, namely strongly agree (SS) score 4, agree (S) score 3, disagree (KS) score 2, disagree (TS) score 1. While the gradation of answers on negative questions/statements, namely strongly agree (SS) score 1, agree (S) score 2, disagree (KS) score 3, disagree (TS) score 4.

After the pre-test was carried out to students at the school which was the place for a large-scale field trial, the results showed

The pretest of the character of social care and the character of students' creativity in the 5 SD/MI which has been presented in the tables above, it is known that all of them get an average score or score below the number 3 which can be interpreted as

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quite high. So it can be said that the students at 5 SD/MI which became the place for the wide trial had sufficient social awareness characters but still needed to be improved in order to have social awareness as expected.

b) Student character post test results

The post test is carried out after students receive learning using draft 1 of the learning module or teaching materials developed by the researcher. The post test questionnaire is the same as the questionnaire used for the pre test, which is about the character of students' social care which consists of positive and negative questions/statements, using a scale of 1- 4 with a gradation of answers to positive questions/statements, namely strongly agree (SS) score 4, agree (S) score 3, disagree (KS) score 2, disagree (TS) score 1. While the gradation of answers to negative questions/statements is strongly agree (SS) score 1, agree (S) score 2, disagree (KS) score 3, disagree (TS) score 4. After a post test was carried out on students at the school which was the place for a large-scale field trial, the results were shows that the character of students' social care after learning using draft learning modules or teaching materials developed by researchers averages a score above the number 3. ng can be said to be high, some even get an average value or score of 4 which means it is very high.

Based on the results of the post test of the social care character of students at the 5 SD/MI, it can be seen that all of them received an average score or score above 3 which can be said to be high, some even got an average score of 4 which means very high. So it can be said that the students at 5 SD/MI which became the place for the wide trial had the character of high social awareness as expected.

c) Differences in student character after learning with draft 1

After the pre-test and post-test were carried out on students, then an analysis of the data was carried out to find out whether there were significant differences in the social awareness data which indicated an increase in the character of students' social care after learning using draft 1 learning module or teaching materials developed by researchers. After analyzing the data using the pair sample test with the help of SPSS, the results are:

shows that students' interpersonal intelligence after learning using draft 1 learning modules or teaching materials developed by researchers obtained an average score above 3 which can be interpreted as high. Furthermore, for the naturalist intelligence of students after learning using draft 1 learning modules or teaching materials developed by researchers obtained an average score above number 3 which can be interpreted as high. And students' intrapersonal intelligence after learning using draft 1 learning modules or teaching materials developed by researchers obtained an average score above the number 3 which can be interpreted as high, some even get an average score of 4 which can be interpreted as very high.

3) Differences in students' multiple intelligences after learning with draft 1

After pre-test and post-test were conducted on students, then an analysis of the data was carried out to find out whether there were significant differences in the interpersonal, naturalist and intrapersonal intelligence data of students which indicated an increase in student intelligence after learning using draft 1 learning module or teaching materials developed. by researchers. After analyzing the data using the pair sample test with the help of SPSS, the results for each school are as follows:

(1) SD IT Annida different test

Table 9. Students' multiple intelligences t test results

<i>Multiple intelligences students</i>	t count	Sig.	Description
interpersonal post test - interpersonal pre test	51.000	0.000	Significantly different
post test naturalist - pre test naturalist	68.202	0.000	Significantly different
post test intrapersonal - pre test intrapersonal	53.500	0.000	Significantly different

From the table above, it is known that the t-count value from the results of the different interpersonal intelligence scores before learning using draft 1 (pre test) and after learning using draft 1 (post-test) is 51,000 greater than the t table, which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of the interpersonal intelligence character after learning using draft 1 (post test) is significantly different or significantly different from the interpersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the different naturalist intelligence scores before learning using draft 1 (pre test) and after learning using draft 1 (post test) is 68.202, which is greater than the t table, which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of naturalist intelligence after learning using draft 1 (post test) is significantly different or significantly different from the naturalist intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

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The t-count value from the test results of the difference between intrapersonal intelligence scores before learning with draft 1 (pre-test) and after learning using draft 1 (post-test) is 53.500, which is greater than the t-table, which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of intrapersonal intelligence after learning using draft 1 (post test) is significantly different or significantly different from the intrapersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

MIT Lukman Hakim difference test

Table 10. Students' multiple intelligences t test results

<i>Multiple intelligences students</i>	t count	Sig.	Description
interpersonal post test - interpersonal pre test	40.564	0.000	Significantly different
post test naturalist - pre test naturalist	23.474	0.000	Significantly different
post test intrapersonal - pre test intrapersonal	38.711	0.000	Significantly different

From the table above, it is known that the t-count value from the test results of interpersonal intelligence scores before learning using draft 1 (pre-test) and after learning using draft 1 (post-test) is 40.564 which is greater than the t-table, which is 2.131 with a significance value of 0.000 smaller. of 0.05. These values indicate that the value of the interpersonal intelligence character after learning using draft 1 (post test) is significantly different or significantly different from the interpersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the different naturalist intelligence scores before learning using draft 1 (pre test) and after learning using draft 1 (post test) is 23,474 which is greater than the t table, which is 2,131 with a significance value of 0.000 less than 0.05. These values indicate that the value of naturalist intelligence after learning using draft 1 (post test) is significantly different or significantly different from the naturalist intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the intrapersonal intelligence test before learning with draft 1 (pre test) and after learning using draft 1 (post test) is 38.711 which is greater than the t table which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of intrapersonal intelligence after learning using draft 1 (post test) is significantly different or significantly different from the intrapersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

(3) Different test MIN 1 Tegal

Table 11. Students' multiple intelligences t test results

<i>Multiple intelligences students</i>	t count	Sig.	Description
interpersonal post test - interpersonal pre test	38.158	0.000	Significantly different
post test naturalist - pre test naturalist	3.436	0.004	Significantly different
post test intrapersonal - pre test intrapersonal	67.510	0.000	Significantly different

From the table above, it is known that the t-count value from the test results of interpersonal intelligence scores before learning using draft 1 (pre-test) and after learning using draft 1 (post-test) is 38.158, which is greater than the t-table, which is 2.131 with a significance value of 0.000 smaller. of 0.05. These values indicate that the value of the interpersonal intelligence character after learning using draft 1 (post test) is significantly different or significantly different from the interpersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the different naturalist intelligence scores before learning using draft 1 (pre test) and after learning using draft 1 (post test) is 3,436, which is greater than the t table, which is 2.131 with a significance value of 0.004 less than 0.05. These values indicate that the value of naturalist intelligence after learning using draft 1 (post test) is significantly different or significantly different from the naturalist intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the intrapersonal intelligence test before learning with draft 1 (pre test) and after learning using draft 1 (post test) is 67.510, which is greater than the t table, which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of intrapersonal intelligence after learning using draft 1 (post test) is significantly

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different or significantly different from the intrapersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

(4) different test MI Ma'arif NU Dawuhan Wetan's

Table 12. Students' multiple intelligences t test results

<i>Multiple intelligences students</i>	t count	Sig.	Description
interpersonal post test - interpersonal pre test	35.872	0.000	Significantly different
post test naturalist - pre test naturalist	27.812	0.000	Significantly different
post test intrapersonal - pre test intrapersonal	30.384	0.000	Significantly different

From the table above, it is known that the t-count value from the results of the different interpersonal intelligence scores before learning using draft 1 (pre-test) and after learning using draft 1 (post-test) is 35.872, which is greater than the t-table, which is 2.131 with a significance value of 0.000, which is smaller. of 0.05. These values indicate that the value of the interpersonal intelligence character after learning using draft 1 (post test) is significantly different or significantly different from the interpersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the different naturalist intelligence tests before learning using draft 1 (pre test) and after learning using draft 1 (post test) is 27.812, which is greater than the t table, which is 2.131 with a significance value of 0.004 less than 0.05. These values indicate that the value of naturalist intelligence after learning using draft 1 (post test) is significantly different or significantly different from the naturalist intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the intrapersonal intelligence test before learning with draft 1 (pre test) and after learning using draft 1 (post test) is 30.384 which is greater than the t table which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of intrapersonal intelligence after learning using draft 1 (post test) is significantly different or significantly different from the intrapersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

(5) Different test for SD IT Harapan Bunda

Table 13. Students' multiple intelligences t test results

<i>Multiple intelligences students</i>	t count	Sig.	Description
interpersonal post test - interpersonal pre test	63.228	0.000	Significantly different
post test naturalist - pre test naturalist	40.817	0.000	Significantly different
post test intrapersonal - pre test intrapersonal	34.785	0.000	Significantly different

From the table above, it is known that the t-count value from the results of the different interpersonal intelligence tests before learning using draft 1 (pre-test) and after learning using draft 1 (post-test) is 63,228, which is greater than the t-table, which is 2.131 with a significance value of 0.000 smaller. of 0.05. These values indicate that the value of the interpersonal intelligence character after learning using draft 1 (posttest) is significantly different or significantly different from the interpersonal intelligence of students before learning using draft 1 (pretest), where the post test value is higher than the pre test value.

The calculated t value from the results of the different naturalist intelligence scores before learning using draft 1 (pre test) and after learning using draft 1 (post test) is 40.817, which is greater than the t table, which is 2.131 with a significance value of 0.004 less than 0.05. These values indicate that the value of naturalist intelligence after learning using draft 1 (post test) is significantly different or significantly different from the naturalist intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

The calculated t value from the results of the intrapersonal intelligence test before learning with draft 1 (pre test) and after learning using draft 1 (post test) is 34.785, which is greater than the t table, which is 2.131 with a significance value of 0.000 less than 0.05. These values indicate that the value of intrapersonal intelligence after learning using draft 1 (post test) is significantly different or significantly different from the intrapersonal intelligence of students before learning using draft 1 (pre test), where the post test value is higher than the pre test value.

Developing of a Multiple Intelligences-Based Elementary School Learning Kits to Improve Student Character of Social Awareness

Based on the results of trials on a wide scale which includes individual tests to 10 teachers from 5 SD/MI and to students in 5 SD/MI schools each as many as 15 students so that there are 75 students in class V SD/MI as described above. , the results of the feasibility test of the draft 1 learning device that previously had passed the field test on a limited scale without revision so that it was continued with this 2nd field test, which was declared feasible both in terms of presentation, content and language, the content of social care characters and the content of interpersonal intelligence, naturalist and intrapersonal. Furthermore, the test results in a wider group given to students, obtained student learning outcomes using draft 1 learning module or teaching materials for students is high. The value of the post test results of students' character and multiple intelligences is also higher than the value of the pretest results of students' character and multiple intelligences, and after a different test or t test on the student's character and multiple intelligences, the results are significantly different. The results of the t-test indicate that draft 1 learning module or teaching materials for students developed by researchers can improve student character tests and multiple intelligences (interpersonal, naturalist and intrapersonal). Based on these results, the draft 1 of the multiple intelligences-based learning device developed by the researcher is declared suitable for use in learning and does not need to be revised.

CONCLUSION

Multiple intelligences-based learning tools that are feasible to improve the social awareness character of fifth grade elementary school students are produced through several stages, namely the preliminary research stage to obtain information, identify and solve problems regarding the character of social care for elementary school students, then the stage of making the initial draft of the device. multiple intelligences-based learning, then the feasibility test phase is carried out 3 (three) times, namely testing by experts, individual and small group tests (field test 1) and large-scale field testing.

Draft 1 of the learning device developed by the researcher is the final product of the researcher, because after a small-scale test and a wide-scale test it is declared feasible to use and there is no need for revision or improvement. The final product includes a teacher's manual or lesson plans and learning modules, or teaching materials for fifth grade elementary school students using the 2013 curriculum. This final product contains one learning theme, namely theme 3 with the theme of healthy food.

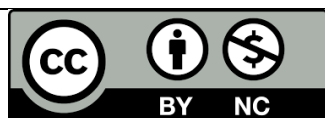
The results of this study can be said that research and development carried out by researchers have produced learning tools based on multiple intelligences (interpersonal, intrapersonal and naturalist intelligences) that are worthy of increasing the character of social awareness of fifth grade elementary school students. And then the draft of learning tools developed by researchers can be used in learning in SD/MI.

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