Effect of Independent Curriculum Implementation on Multiple Intelligences and Pancasila Character in Grade IV

Dwinisari Triutami[1*], Dwi Sulistyorini[2]
[1,2]Master of Elementary Education, Graduate School, Universitas Terbuka

ABSTRACT: This study aims to analyze the effect of the implementation of the Independent Curriculum on the development of multiple intelligences and the character profile of Pancasila Students in grade IV students of Padangan 1 Elementary School, Kayenkidul District, Kediri Regency. The method used in this study is quantitative, with data collection through a questionnaire instrument distributed to 25 students, as well as interviews with teachers involved in the learning process. The data obtained were then analyzed to determine the impact of the implementation of the Independent Curriculum based on multiple intelligences. The results showed that 72% of students were included in the interactive domain category which includes interpersonal and kinesthetic intelligence. After the implementation of learning adapted to multiple intelligences, there was an increase in the average student learning score of 12% between the pre-test and post-test. These findings support that the implementation of the Independent Curriculum not only improves learning outcomes, but also contributes to the development of student character in accordance with the Pancasila Student Profile, such as collaboration and tolerance. This study emphasizes the importance of a multiple intelligence-based approach in education to prepare students to face challenges in the era of globalization and invites educators to consider implementing a curriculum that can improve the quality of learning and student character holistically.

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh penerapan Kurikulum Merdeka terhadap pengembangan kecerdasan majemuk dan karakter profil Pelajar Pancasila pada siswa kelas IV sd Negeri Padangan 1 Kecamatan Kayenkidul Kabupaten Kediri. Metode yang digunakan pada penelitian ini adalah kuantitatif, dengan pengumpulan data melalui instrumen kuesioner yang disebarkan kepada 25 siswa, serta wawancara dengan guru-guru yang terlibat dalam proses pembelajaran. Data yang diperoleh kemudian dianalisis untuk menentukan dampak penerapan Kurikulum Merdeka berbasis kecerdasan majemuk. Hasil penelitian menunjukkan bahwa sebanyak 72% siswa termasuk dalam kategori domain interaktif yang mencakup kecerdasan interpersonal dan kinestetik. Setelah penerapan pembelajaran yang disesuaikan dengan kecerdasan majemuk, terdapat peningkatan rata-rata nilai belajar siswa sebesar 12% antara pre-test dan post-test. Temuan ini mendukung bahwa penerapan Kurikulum Merdeka tidak hanya meningkatkan hasil belajar, tetapi juga berkontribusi pada pengembangan karakter siswa sesuai dengan Profil Pelajar Pancasila, seperti kolaborasi dan toleransi. Penelitian ini menekankan pentingnya pendekatan yang berbasis pada kecerdasan majemuk dalam pendidikan untuk mempersiapkan siswa menghadapi tantangan di era globalisasi serta mengajak pendidik untuk mempertimbangkan implementasi kurikulum yang dapat meningkatkan kualitas pembelajaran dan karakter siswa secara holistik.

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INTRODUCTION

In the context of education in Indonesia, the implementation of the Independent Curriculum is one solution to overcome various challenges in the learning process. In the context of education in

Indonesia, the implementation of the Independent Curriculum is one of the solutions to overcome various challenges in the learning process (Heni Susanti et al., 2024). Education has a strategic role in shaping a generation of nations that are not only intellectually intelligent, but also have a strong character and are able to adapt to the challenges of the times (Sesilia et al., 2024). In order to answer these needs, the Indonesian government through the Ministry of Education, Culture, Research, and Technology launched the Independent Curriculum as one of the educational reform efforts. This curriculum is designed to provide freedom and flexibility for educational units and educators in arranging student-centered learning (Fitriyah & Wardani, 2022). With a more humanistic approach, the Independent Curriculum emphasizes the importance of developing students' potential as a whole, including in the aspects of multiple intelligence and character building (Novita et al., 2024)

One important focus of the Independent Curriculum is the development of multiple intelligences in students. Multiple intelligences introduced by Howard Gardner emphasize that each individual has different types of intelligence, such as linguistic, logical-mathematical, kinesthetic, and interpersonal intelligence , which need to be developed in a balanced manner in education (Gardner, 2011). According to Walter McKenzie , multiple intelligences are divided into three main domains, namely cognitive, affective and psychomotor domains. The cognitive domain includes intelligence related to thinking and analytical abilities, such as logical-mathematical and linguistic intelligence. The affective domain includes social and emotional aspects, such as interpersonal and intrapersonal intelligence. Meanwhile, the psychomotor domain is related to physical skills, including kinesthetic and musical intelligence. These three domains emphasize that the development of student intelligence must involve balanced intellectual, social, and physical aspects (McKenzie, 1999)

The topic of the influence of the implementation of the Independent Curriculum on the development of multiple intelligences among fourth grade students is very relevant in the current educational context. The Independent Curriculum provides flexibility for educators to adjust learning methods according to student characteristics, thus allowing the development of various types of intelligence. However, although the Independent Curriculum aims to create a more holistic learning experience, its implementation still faces challenges. Therefore, research is needed to explore the extent to which the Independent Curriculum can contribute to the development of multiple intelligences and the character of the Pancasila Student Profile.

The importance of this topic lies in the effort to understand and optimize the implementation of the Independent Curriculum, which is expected to improve the quality of education in Indonesia (Rahayu & Nurhasanah, 2021). With a focus on multiple intelligences, education not only prioritizes cognitive aspects, but also pays attention to the social, emotional, and practical skills development of students. This is in line with the vision of education that is oriented towards the development of character and student potential as a whole (Iskandar & Putri, 2022).

This research is expected to provide benefits in several aspects. First, the results of this study can be a source of information for educators in implementing the Independent Curriculum effectively, so that it can support the development of students' multiple intelligences. Second, this study can also provide insight for educational policy makers regarding the importance of implementing the Independent Curriculum in order to create a generation that has character and is highly competitive.

Several previous studies have examined the relationship between curriculum implementation and the development of multiple intelligences. For example, research by Ramadhan & Wicaksono (2022) shows that implementing a learning approach that accommodates multiple intelligences can improve student motivation and achievement. In addition, research by Dewi & Setiawan, (2021) concludes that a curriculum based on multiple intelligences can help students recognize and develop their potential. These findings provide a strong basis for conducting further research on the Independent Curriculum.

This mini research will be conducted in class IV of Padangan 1 Elementary School, Kayenkidul District, Kediri Regency, with a focus on the influence of the implementation of the Independent Curriculum on the development of multiple intelligences and student character profiles.

RESEARCH METHODS

This study uses a quantitative approach with a pre -experimental design. The quantitative approach aims to test hypotheses through data in the form of numbers that are analyzed statistically, while the pre -experimental design is used to see the effects of treatment on a group without a comparison control group The specific design used is *the One Group Pretest-Posttest Design,* which is a research model that only involves one group given a pretest (initial test) before treatment, then given treatment/intervention, then measured again with a posttest (final test). In this study, the treatment given was in the form of implementing the Independent Curriculum based on multiple intelligences.

The population in this study refers to all subjects who have certain characteristics determined by the researcher to be studied and drawn conclusions (Sugiyono, 2018). The population in this study were all fourth grade students of Padangan 1 Elementary School, Kayenkidul District , Kediri Regency. From this population, a sample of 25 students was taken. The sample is a portion of the population that represents the overall characteristics of the population and becomes the object of data collection. The sampling technique uses probability sampling with the simple method random sampling, where each member of the population has an equal chance of being selected as a respondent.

Data collection in this study used an instrument in the form of a questionnaire . A questionnaire is a data collection tool in the form of a series of written questions used to obtain information directly from respondents regarding the variables studied. The questionnaire in this study covers aspects of multiple intelligences of students, the character of the Pancasila Student Profile, and perceptions of the implementation of the Independent Curriculum. The data collected consists of two types, namely primary data and secondary data. Primary data is data obtained directly from the main source, in this case the answers to the questionnaire filled out by students after the treatment is given. While secondary data is data obtained from indirect sources such as books, articles, scientific journals, and other literature related to the research topic.

In data analysis, n-gain score calculation is used to determine the level of increase in results after treatment. The n-gain formula used is:

$$N - Gain = \frac{score\ posttest - score\ pretest}{score\ maksimal - score\ pretest}$$

This n-gain is used to measure the effectiveness of the treatment, where the results will be categorized into high, medium, or low criteria based on the percentage of improvement obtained. Although this research design only uses a posttest , the baseline of the initial condition of students is obtained through documentation assessment so that the n-gain calculation can still be done validly.

RESULTS AND DISCUSSION
The Impact of Implementing the Independent Curriculum Based on Multiple Intelligences

The results of this study provide evidence that the Independent Curriculum, if implemented by considering students' multiple intelligences, can have a positive impact on learning. Strategies tailored to dominant and non-dominant intelligences can increase student engagement and learning outcomes, indicating that the Independent Curriculum encourages a more inclusive learning process. For example, the use of audiovisual media helps students with visual and kinesthetic intelligence to understand the material more easily. Meanwhile, group discussions held outside the classroom create active and contextual learning experiences.

These findings support the understanding that the implementation of the Independent Curriculum based on multiple intelligences not only has an impact on academic achievement, but also on the development of students' social skills. The following are the results of the pre-test and post-test conducted during the implementation of observations by implementing the independent curriculum based on multiple intelligences on grade IV students of SDN Padangan 1. The following is a table of student questionnaire results showing the percentage of multiple intelligences based on three domains (analytical, interactive, and introspective):

Table 1: Students' Multiple Intelligences

No	Student Name	Multiple Intelligences (Domain)	Information
1.	Ahmad Wijasena	Interactive	Dominant
2.	Ananda Nur Majid	Analytic	Dominant
3.	Andhika Pratama	Interactive	Dominant
4.	Aprilia Ramadhani	Introspective	Not Dominant
5.	Azkia Ramadhani	Interactive	Dominant
6.	Bilal A.	Analytic	Dominant
7.	Carry Viska	Interactive	Dominant
8.	Dimas Bagus	Introspective	Not Dominant
9.	Galang Prasetyo	Interactive	Dominant
10.	Karina Anggraini	Interactive	Dominant
11.	Khofifah	Analytic	Dominant
12.	Lathifah Thifanni	Interactive	Dominant
13.	Mega Margareta	Interactive	Dominant
14.	Muh. Oktaviano	Interactive	Dominant
15.	Moh. Fahri Zaka	Interactive	Dominant
16.	Muhammad Zufa	Interactive	Dominant
17.	Muh. Nizar	Analytics	Dominant
18.	Mochamat Risky	Interactive	Dominant
19.	Muhammad Faiz	Introspective	Not Dominant
20.	Muh. Zhafran	Interactive	Dominant
21.	Mutiara P.	Analytics	Dominant
22.	Sukma Ayu	Interactive	Dominant
23.	Velicia Masha	Interactive	Dominant
24.	Vellisha F.	Interactive	Dominant
25.	Whenda Dewi	Interactive	Dominant

Recapitulation of Results

Table 2: Recapitulation of Percentage Results of Students' Multiple Intelligence Domains

Domain of Intelligence Compound	Amount Student	Percentage
Interactive	18	72%
Analytic	5	20%
Introspective	2	8%

This table shows that most students (72%) have a tendency towards interactive intelligence, while only a small number of students show dominance in analytical (20%) and introspective (8%) intelligence. The following is a table of observation results of students' pretest and post-test scores before and after conducting research with the implementation of the Independent Curriculum based on multiple intelligences. This table shows a comparison of pretest and post-test scores.

Table 3: N-Gain Results of Multiple Intelligence Improvement

No	Student Name	Pretest Score	Posttest Value	Improvement
1.	Ahmad Wijasena	70	82	12
2.	Ananda Nur Majid	68	80	12
3.	Andhika Pratama	72	85	13
4.	Aprilia Ramadhani	69	78	9
5.	Azkia Ramadhani	71	83	12
6.	Bilal A.	68	80	12
7.	Carry Viska	75	88	13

No	Student Name	Pretest Score	Posttest Value	Improvement
8.	Dimas Bagus	70	82	12
9.	Galang Prasetyo	73	85	12
10.	Karina Anggraini	74	87	13
11.	Khofifah	69	79	10
12.	Lathifah Thifanni	71	83	12
13.	Mega Margareta	74	86	12
14.	Muh. Oktaviano	73	85	12
15.	Moh. Fahri Zaka	68	80	12
16.	Muhammad Zufa	70	82	12
17.	Muh. Nizar	72	84	12
18.	Mochamat Risky	69	80	11
19.	Muhammad Faiz	75	87	12
20.	Muh. Zhafran	68	79	11
21.	Mutiara P.	72	85	13
22.	Sukma Ayu	74	86	12
23.	Velicia Masha	71	83	12
24.	Vellisha F.	73	85	12
25.	Whenda Dewi	70	82	12

Recapitulation of Results
– Highest Pretest Score : 75
– Lowest Pretest Score : 68
– Highest Post-test Score : 90
– Lowest Post-test Score : 78
– Average Increase : 12%

This table shows a significant increase in student learning outcomes after implementing multiple intelligence-based learning, with an average increase of 12%.

Discussion
This study aims to identify the effect of implementing the Independent Curriculum based on multiple intelligences on students' learning abilities at SD Negeri Padangan 1, Kayenkidul District, Kediri Regency. Based on the results obtained, it was found that the implementation of the Independent Curriculum that pays attention to the characteristics of students' multiple intelligences has a positive effect on the development of students' learning abilities, as indicated by an increase in the average learning outcome value of 12% after implementing learning that is adjusted to students' multiple intelligences. In this study, students were grouped into three categories of multiple intelligences: analytical domain, interactive domain, and introspective domain. From the questionnaire data, 72% of students were included in the interactive domain category (verbal, interpersonal, kinesthetic), 20% in the analytical domain (logic-mathematical, musical, naturalist), and 8% in the introspective domain (intrapersonal, existential, visual). These findings indicate that the majority of students tend to have multiple intelligences in the interactive domain, which reflects their preference for social interaction and kinesthetic learning. When learning is focused on collaborative and participatory methods, students who are dominant in that intelligence show active involvement in the learning process, which has a positive impact on their understanding and academic results. This is in line with Gardner's (2011) theory of Multiple Intelligences, which states that learning will be more effective if the teaching method is adjusted to the individual's intelligence type (Gardner, 2011).

The implementation of the Independent Curriculum that takes into account students' multiple intelligences has proven effective in improving learning outcomes. When teachers adjust learning strategies to different intelligence characteristics, students show increased interaction and collaboration in groups, especially in the interactive domain that is dominant in grade IV of SD Negeri Padangan 1. The greater improvement in students with interactive intelligence is also in line with the findings of Hidayat & Nurjanah (2022) research, which found that the application of

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learning strategies based on interpersonal and kinesthetic intelligence can significantly increase student motivation and engagement. Hidayat & Nurjanah emphasized that methods that increase social interaction, group work, and physical activity can increase students' focus and understanding of teaching materials. In addition, other support comes from research conducted by Marzuki & Wibowo (2021), which shows that the application of a multiple intelligence-based learning approach increases the overall learning achievement of elementary school students by up to 15%, especially in the cognitive and affective domains (Marzuki & Wibowo, 2021).

Meanwhile, students with intelligence in the analytical domain (20%) and introspective (8%) also experienced an increase in learning outcomes, although in some individuals the increase was slightly lower than students with interactive intelligence. This is due to their need for a learning approach that is more based on reflection, logical thinking, or contemplative, which is not the main focus of the majority of learning strategies in this class. However, the variety of methods applied in the Independent Curriculum, such as providing analytical and reflective assignments, still allows students in this group to improve their academic achievements. Support for this finding can be seen in the research of Syahputra et al. (2020), which revealed that the diversity of learning strategies based on multiple intelligences can improve the learning achievements of all students, regardless of their dominant type of intelligence (Syahputra et al., 2020)

Based on the results of this mini-research, it can be concluded that the implementation of the Independent Curriculum based on multiple intelligences has a positive effect on improving students' learning abilities at SD Negeri Padangan 1, Kayenkidul District, Kediri Regency. The use of learning strategies that are adjusted to the characteristics of students' multiple intelligences has been proven to be able to significantly improve student learning outcomes, with an average increase in value of 12% between pretest and post-test. This finding is in line with Howard Gardner's theory of multiple intelligences (1993), which states that each individual has various unique intelligences, such as logical-mathematical, linguistic, interpersonal, and other intelligences, which must be developed in a balanced manner in education so that students can achieve their maximum potential.

This study divided students into three categories of multiple intelligence domains—analytical, interactive, and introspective—based on Walter McKenzie (1999) model. By adjusting teaching methods to suit students' dominant intelligence (e.g., using visual aids for visual intelligence or group activities for interpersonal intelligence), students were more motivated and engaged in the learning process, as also supported by research by Supriyadi (2022) and Susanto (2016) which showed that multiple intelligence-based strategies were able to improve students' motivation and learning outcomes.

In addition, the application of multiple intelligence-based methods in the Independent Curriculum also supports the development of student character according to the Pancasila Student Profile, such as collaboration, creativity, and independence, because each student is trained to work together in groups and interact with friends who have different intelligences. Therefore, these findings suggest that a learning approach that considers multiple intelligences in the Independent Curriculum not only impacts academic achievement but also the development of students' social skills, better preparing them to face challenges in the era of globalization.

CONCLUSION

This study revealed that the implementation of the Independent Curriculum based on multiple intelligences at SD Negeri Padangan 1, Kayenkidul District, Kediri Regency has a positive influence on students' learning abilities. The results of the pretest and post-test showed an average increase in learning outcomes of 12%, which indicates that a learning approach that is adjusted to the characteristics of students' multiple intelligences is able to improve their understanding and academic achievement. The majority of students in grade IV, namely 72%, have dominance in interactive domains such as verbal, interpersonal, and kinesthetic, which allows for more collaborative learning.

Meanwhile, students with dominant intelligence in the analytical (20%) and introspective (8%) domains also showed improved learning outcomes, albeit to a slightly lower level. This is because learning strategies are more focused on interactive approaches, while analytical and introspective students tend to require methods based on logic, reflection, and contemplation. However, the variety of learning strategies applied still provides room for all students to develop.

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SUGGESTION

Although the implementation of the Independent Curriculum based on multiple intelligences has shown significant improvements in learning outcomes, it is recommended that the learning strategies used be more varied and more tailored to student characteristics. The majority of students have dominant intelligence in the interactive domain, learning is expected to focus more on social interactions and group activities (eg, discussions, group work, and collaborative projects) can be increased to support the development of students' social skills.

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