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## The Syntax of Digital Basic Writing Teaching Materials Based on Multiple Intelligences Teaching Approach (MITA)

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### **ABSTRACT**

This study aimed to determine the syntax of digital basic writing teaching materials based on multiple intelligences teaching approach (MITA). This study was a qualitative study. Qualitative research was a research method that aims to understand social phenomena in depth by collecting descriptive data. The approach used in this study was the multiple intelligences teaching approach (MITA) which was one of the Brain-based Learning approaches where this study used the Jensen model consisting of seven parts, namely pre-exposure, preparation, initiation and acquisition, elaboration, incubation and memory entry, verification and checking beliefs, celebration and integration. Multiple intelligences teaching approach used eight types of multiple intelligences consisting of language intelligence, logical-mathematical intelligence, visual-spatial intelligence, kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence, musical intelligence, naturalistic intelligence. From this Jensen model, it was known that the syntax of basic digital writing teaching materials based on the multiple intelligences teaching approach (MITA) in this study consisted of seven stages, namely: appercepting, motivating, acquiring, elaborating, examining, evaluating, and appreciating. Each stage synergized with each other and was implemented comprehensively. The syntax of this teaching material was applied to basic



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writing learning at the university level for undergraduate students of English education study programs. This study concluded that the syntax model designed in this study consists of seven stages adapted from Jensen's Brain-based learning model. The results of this study were expected to contribute to further research on the syntax of teaching materials in particular and added to the treasury of knowledge in general. The implementation of MITA-based digital teaching materials contributes to students' long-term writing competencies, especially in high-level writing skills through the provision of basic writing digital teaching materials which are the first step in learning English academic writing so that it is hoped that with a strong foundation for basic writing, the level of writing learning at the next level can be understood well.

**Keywords:** *syntax, basic writing, digital teaching material, MITA*

## INTRODUCTION

Multiple intelligences theory is developed by Howard Gardner. This theory states that human intelligence is multiple and consists of various types of intelligence such as linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist (Gülpinar, 2005). The multiple intelligences-based teaching approach aims to accommodate students' various learning styles by using varied strategies to enhance understanding and engagement. The application of the multiple intelligences teaching approach (MITA) in teaching can improve learning outcomes, especially in writing skills, by adjusting teaching methods and materials according to students' intelligence profiles (Sheahan et al., 2015).

Multiple intelligences teaching approach is one of the approaches of brain-based learning where this approach based on brain abilities means that it can be interpreted as an engagement strategy based on principles derived from understanding the brain (Jensen, 2008) and can be considered as a technique derived from neurology and cognitive science research that is used to enhance the important role of educators in teaching more effectively. In addition, this strategy can be used to strengthen students' ability to learn in the way that



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is most comfortable for them. Jensen stated that there are seven stages carried out in implementing brain-based learning, namely the pre-exposure stage, the preparation stage, the initiation and acquisition stage, the elaboration stage, the incubation and memory encoding stage, the verification and belief checking stage, and the celebration and integration stage.

The first stage is pre-exposure. This phase provides the brain with a review of new learning before digging deeper. Pre-exposure helps the brain build a better conceptual map. In this phase, students are asked to prepare assignments, exercises, and group discussion materials in the learning process (Duman, 2010). The second stage is preparation. This is a phase in creating curiosity or pleasure. This phase provides students with the opportunity to prepare the tools and writing materials that will be used, and provides motivation about the importance of studying the material that will be taught to achieve the expected goals (Vattøy & Smith, 2019). The third stage is initiation and acquisition. This is a phase of providing learning content that contains initial facts full of ideas, details, complexity, and meaning, followed by anticipation, curiosity, and the search to find meaning for oneself with the help of teacher guidance and group discussions (Nurhayati et al., 2022). The fourth stage is elaboration. This phase provides an opportunity for students in group discussions to understand, analyze, and provide arguments from the results of the discussion in understanding the material presented (Saadat & Dastgerdi, 2014).

The fifth stage is incubation and memory entry. This phase emphasizes the importance of rest time and time to review. The brain learns most effectively over time, not directly in one place. This phase provides practice as a form of remembering the material taught so as to provide a broader understanding of the concept in solving problems (Kreiman & Boles, 2020). The sixth stage is verification and checking of beliefs. This phase is an activity



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to see students' understanding of the concept of the subject matter. Checking the results of the exercises done by students and giving students the opportunity to write their answers on the board to be corrected together as a form of evaluation of the concepts they have learned (Cole et al., 2019). The seventh stage is celebration and integration. In the celebration phase, it is very important to involve emotions. This phase provides stimulus about the concepts learned so that students better understand what the concepts are learned for (Lavrenteva & Orland-Barak, 2023).

The syntax of digital basic writing teaching materials contains an explanation of how the syntax or stages in learning using the MITA are arranged, such as the planning, implementation, evaluation, and reflection stages (Hikishima et al., 2024). The teaching materials in this study use digital technology. Digital teaching materials are an innovation in learning that is more modern and acceptable and in accordance with the development and situation of today's society. This is also related to learning that is implemented using hybrid learning where there is a combination of offline and online learning (Kupers et al., 2022).

The needs in this era also demand the use of technology significantly and equal with the age category of students who are the millennial generation who are very familiar with technology and want its use to be appropriate and effective and not boring but still meaningful instead of memorizing and using the old monotonous system.

In addition, digital teaching materials are expected to attract the attention and interest of students so that they are motivated to study and prepare themselves before learning in the classroom, help students to learn independently, improve student competence, lighten the burden on students because they do not need to carry them in



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printed form and can reduce global warming because it reduces paper use (Ruhiat & Djumena, 2019).

The use of digital teaching materials also has advantages over conventional teaching materials that were previously used, especially in hybrid learning which is currently being implemented. Among these advantages are that it can be accessed easily, the cost is more affordable, it makes teaching easier, and it has broad insight (Widiyanto et al., 2023). If digital teaching materials are implemented completely and comprehensively in a learning process, students will be motivated to optimize their use to the maximum so that the learning system will be more effective, efficient and meaningful. The challenges that may arise when implementing the seven stages of MITA-based syntax in a hybrid learning environment include the fact that the digital teaching materials developed are Android-based, so certain brands of mobile phones cannot download this application, so to overcome this, students must use other smartphones that support downloading this Android-based digital teaching material.

The integration of multiple intelligences into digital teaching materials can be in the form of an analysis of how digital technology can support a multiple intelligence teaching approach (Li, 2024), for example through a platform that allows personalization of learning content according to students' intelligence profiles. An example of implementation in writing, for example, students with musical intelligence can learn to write more effectively with the help of teaching materials that involve rhythm or sound elements, while students with visual intelligence may prefer teaching materials with graphic elements (Sitanggang et al., 2023). Basic writing in a digital context combines traditional writing skills with new abilities that are relevant in the digital world, such as online formatting, the use of multimedia in text, and interactivity where basic writing emphasizes two things, namely the



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development of ideas and basic rules, especially about writing mechanics (DeBakey, 1972). The idea development is needed so that basic writing students can hone their thinking in creating creative ideas in writing. Meanwhile, knowledge of basic rules, especially about writing mechanics, must also be honed so that the writing produced is in accordance with the rules that apply in English so that in addition to honing students' creative ideas, knowledge of writing mechanics is also mastered so that students in the basic writing course can have good competence and a strong foundation so that they can follow a higher level of writing skills more firmly. Digital technology in line with the multiple intelligence framework can answer the various needs of millennial learners, especially the millennial generation who have a technology-literate character and have a high curiosity so that with the integration of this digital technology in learning basic writing skills, students who are included in the millennial generation will find it easier to use this teaching material quickly and independently. They can explore the teaching materials themselves and carry out individual tasks better.

## **RESEARCH METHOD**

This study uses a qualitative research approach with a descriptive method. Descriptive qualitative research is known as a scientific method often used and implemented by a group of researchers in the field of social sciences, including educational science. This research is an integrative and more conceptual analysis method to find, identify, process, and analyze documents in order to understand their meaning, significance and relevance. Descriptive qualitative research is a type of research that aims to describe or explain in depth a phenomenon or event without manipulating the variables being studied. The focus of this research is on a detailed understanding of the context, meaning, and perspective of the



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subjects involved in the phenomenon being studied. This research is carried out to build knowledge through understanding and discovery where a research and understanding process is studied based on methods that investigate a social phenomenon. Qualitative descriptive research is conducted in natural conditions and is of a discovery nature and in this study the role of the researcher is as a key instrument. This research emphasizes meaning and is bound by values. The purpose of qualitative descriptive research is to provide a detailed picture of the situation, behavior, interaction, or human experience in a particular context (Subandowo & Sárdi, 2023). This research is also defined as research that is used to investigate, discover, describe, and explain the quality or characteristics of social influences that cannot be explained, measured or described through quantitative approaches. Multiple Intelligences Teaching Approach (MITA) improves the development of basic writing skills in a digital context faster than using traditional methods because the integrated approach in the form of Android-based digital teaching materials can make it easier for students to access and explore better independently. In addition, this digital teaching material is paperless and can be downloaded for free via smartphone so that students can read and improve their basic writing understanding whenever and wherever they are without carrying monotonous books or modules.

## **DISCUSSION**

Multiple intelligences is one of the approaches to brain-based learning popularized by Howard Gardner which is divided into eight types of intelligence, namely: linguistic intelligence, logical intelligence, spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence which are integrated through multiple intelligences activities in basic writing learning through the use of digital teaching materials. Each of these multiple intelligences activities is



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adjusted to the dominant intelligence potential of each student which is carried out actively and meaningfully (Soltani et al., 2020). The idea of multiple intelligences has attracted the attention of educators and the wider community. Educators begin to recognize the dominant intelligence found in each of their students and design learning activities that can build talents and interests and optimize the intelligence that exists in them (Gardner, 1992).

Gardner first came up with the idea of multiple intelligences in 1983. He argued that traditional IQ tests only measure logic and language when the human brain also has other equally important types of intelligence. These multiple intelligences exist in every human being with certain dominant intelligences that can be developed through training and practice (Gardner, 1983).

Linguistic intelligence is the ability to think in words, using language to express and appreciate complex meanings, this intelligence places more emphasis on language skills that enable the knowledge input process that occurs in the brain cluster in the left temporal lobe and frontal lobe, namely an area that is responsible for the ability to use language, both reading, writing, discussing, arguing and debating (Muthmainnah et al., 2022).

Logical mathematical intelligence is the sensitivity and ability to observe logical patterns and numbers and the ability to think rationally. Logical mathematical intelligence is the ability to calculate, measure and consider propositions and hypotheses and complete number operations (Syarifah, 2019). In learning this intelligence, more emphasis is placed on the ability to reason, sequence thinking, in cause and effect patterns, create hypotheses, seek conceptual regularities or numerical patterns, characterize something based on cause and effect, grouping, through classification, or identification.





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Visual spatial intelligence is a way of seeing in projection and the capacity to think in three dimensions. The learning activities of students who are predominantly visual ideally use an approach related to visual spatiality (Solihat et al., 2017). According to Gardner, musical intelligence is the earliest form of human talent to appear, Gardner states that musical expertise depends on the increasing experience of a person's life.

Kinesthetic intelligence is possessed by students with a kinesthetic learning style who are more comfortable learning through direct action and practice, this kinesthetic learning style prefers to learn in an environment where they can understand something through real experience (Widiana et al., 2017). The characteristics of a kinesthetic learning style are liking to touch something they encounter, using objects as learning aids, lots of physical movement and good body coordination, pointing to words with their fingers when reading, excelling in sports and hand skills, using body movements when expressing something.

Interpersonal intelligence is the ability to understand and interact with others effectively and the ability to maintain previously established relationships (Piaw & Don, 2014). Teaching using an interpersonal intelligence approach allows the knowledge input process to occur in the brain cluster of the frontal lobe, temporal lobe, right hemisphere and limbic system.

Intrapersonal intelligence teaching and learning activities emphasize learning through feelings, values, and attitudes. The emphasis of the intrapersonal intelligence approach is based on the ability to make accurate perceptions of oneself and use that knowledge in planning and directing one's life (Hasanah, 2018). Teaching using an intrapersonal approach strategy allows the knowledge input process to occur in the brain cluster in the frontal lobe, parietal lobe and limbic system. In particular, the limbic system is



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responsible for regulating the emotional state of the mind (feelings), storing highly emotional memories and controlling motivation.

Naturalist intelligence is the ability to interact with the environment included flora and fauna to protect the environment and enjoy its beauty (Alsahhi, 2020). The essence of naturalistic intelligence approach in the learning process where the scope of the relationship between humans, flora and fauna as a natural ecosystem is built through reciprocal relationships between plants, animals and the environment, where humans not only enjoy nature to enjoy its beauty but also care to preserve nature.

Musical intelligence is the ability to create songs, form rhythms, hear tones from sound sources or musical instruments. Learning strategies that can be used in developing musical intelligence are through singing and musical conditioning.

The theory of multiple intelligences is presented as a cognitive perspective on intelligence that has profound implications for education in general (Bakić-Mirić & Gaipov, 2017). Each learner may have a dominant intelligence that is different from others (Gebremeskel et al., 2024). These different intelligences reflect a pluralistic panorama of individual differences in learners; they are understood as personal tools that each individual has to understand new information and store it in such a way that it can be easily retrieved when needed for use (Doblon, 2023). Different intelligences have neutral values; none of them is considered superior to the others (Luk et al., 2020).

As an approach, multiple intelligences teaching is used in the learning activity process with certain goals and procedures (Sharma, 2024) in understanding the basic writing material in each unit presented by digital teaching materials. The multiple intelligences

approach is not only to find out the potential of each student but this information is also used in the implementation of multiple intelligences activities for basic writing learning.

The Multiple Intelligences Teaching Approach (MITA) used in this study is a multiple intelligence teaching approach applied to basic writing learning on digital teaching materials adapted from the Jensen Model. This approach is implemented through the following stages/syntax:

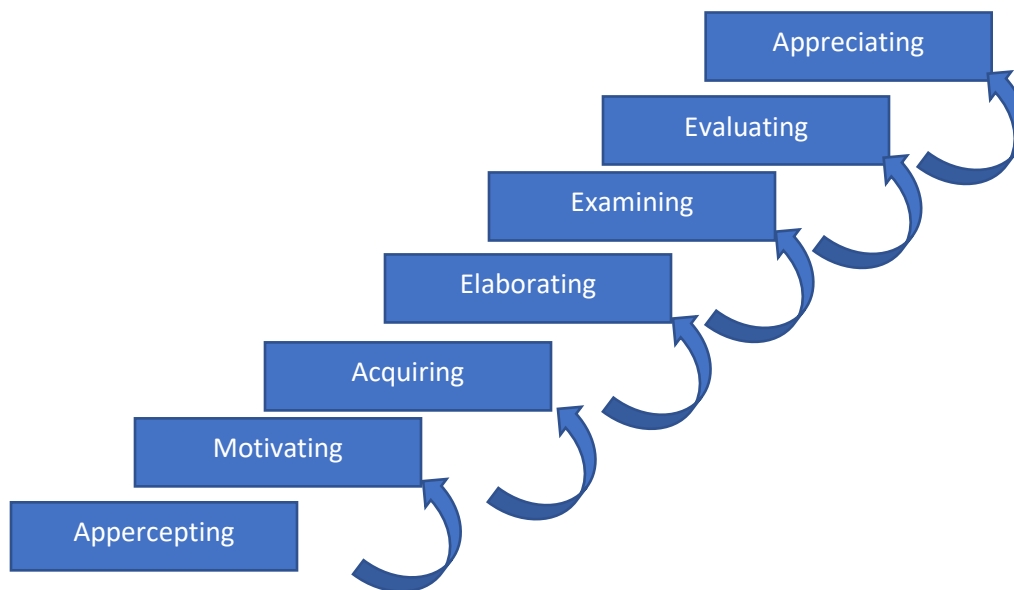


Figure 1. Syntax of Teaching Materials with Multiple Intelligences Teaching Approach

Apperceiving is the first stage of pre-exposure in the be prepared section which is the process of connecting new learning materials with the knowledge, experience and previous



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understanding that students have. In apperceiving, students will form a conceptual map of what they will learn which is linked to the previous knowledge they have.

Motivating is the second stage where the engagement process to enter the material is built through good mental preparation by presenting motivation and wise words related to writing skills from philosophers and prominent figures. This stage becomes a stimulus for students before they are presented with the core material.

Acquiring is the third stage where the process of understanding the core material is built slowly through detailed and in-depth explanations. In addition, at this stage, students will be faced with multiple intelligences activities in building an understanding of the material presented so that active and meaningful learning is created. Each student can do these multiple intelligences activities actively with the guidance of the lecturer.

Elaborating is the fourth stage where an in-depth discussion process is carried out through a forum so that there is interaction between fellow students and between students and the lecturer. This elaboration process is needed so that students as research subjects are able to build a comprehensive understanding of basic writing material with the help of discussion forum facilities available in digital teaching materials.

Examining is the fifth stage where the assessment process is carried out. In this section, there are eight types of questions that are adjusted to eight types of multiple intelligences. Each student can work on questions related to the basic writing material presented in the chapter according to the dominant multiple intelligences they have.

Evaluating is the sixth stage where the lecturer provides feedback and discusses the practice questions that students have worked on. Evaluation at this stage is adjusted to the practice question model presented which consists of two types of question models, namely



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closed and open questions. In closed questions, the lecturer will provide an evaluation by discussing the answer key according to each question. While in open questions, the lecturer will provide a review of the answers given by students. This evaluating process is a follow-up to the examining process carried out by students.

Appreciating is the seventh stage that facilitates students so that at the end of learning in each chapter it must be closed with a happy and memorable feeling. In this section, each student is given appreciation in the form of a celebration that is carried out to leave a good impression. Although the learning process that has been carried out in each chapter has its own challenges, at the end of learning it must be closed happily. This can be done with fun activities such as documenting class activities or closing with a song with a positive vibe through a video presentation that involves all elements of the class, both students and lecturers.

The implementation of this multiple intelligences teaching approach in basic writing learning is carried out actively by students by carrying out multiple intelligences activities that are integrated in understanding basic writing material. This learning can be applied in optimizing the potential of each student and has also been proven to optimize student participation, make them more active in learning, and provide more time to think and interact (Wijayanti & Andi Arafat, 2023). Active student learning with various learning activities is learning that emphasizes the involvement and active participation of students in the learning process (Islam, 2019). Various learning methods and models have been studied to improve student learning activities.

Active learning can also be enhanced through the use of teaching materials with the use of technology in learning which can also influence student activities in seeking



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information and increasing their knowledge from various sources (Yadi, 2019). In the context of hybrid learning that implements blended meetings; online and offline alternately where when online learning from a distance is used it has been proven to encourage the emergence of learning independence, active motivation in learning, and social distancing behavior among students (Bueti, 2021). This shows that learning using digital teaching materials can be an effective means of encouraging active student participation in the learning process (Bellanca, 2009). Thus, through this MITA learning approach method, the use of interactive media, and the use of technology in learning, student learning activities can be increased, so that students can be more active, creative, and independent in the learning process.

## **CONCLUSION**

Based on the explanation above, it can be concluded that the multiple intelligences teaching approach is a teaching approach using multiple intelligences consisting of eight types of multiple intelligences where the dominance of each student can vary. Each student is a unique individual with all the potential they have so that an approach is needed that is able to accommodate every difference that exists in basic writing learning carried out in the classroom. In this study, the multiple intelligences teaching approach applied uses seven stages of syntax, namely apperceiving, motivating, acquiring, elaborating, examining, evaluating and appreciating where each stage is an implementation of the teaching approach using multiple intelligences.

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