



## The Effect of Multiple Intelligences and Learning Motivation on Social Studies Learning Achievement of Grade V Elementary School Students

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### Abstrak

Tujuan penelitian ini adalah untuk mengetahui Bagaimana pengaruh kecerdasan majemuk terhadap prestasi belajar IPS Kelas V Sekolah Dasar; pengaruh motivasi belajar terhadap prestasi belajar IPS Kelas V Sekolah Dasar; dan pengaruh kecerdasan majemuk dan motivasi belajar terhadap prestasi belajar IPS Kelas V Sekolah Dasar Kecamatan Rappocini. Jenis penelitian ini adalah penelitian yang bersifat *expost-facto*, metode yang digunakan adalah metode deskriptif kuantitatif dengan tujuan dapat memberikan suatu gambaran terhadap masalah yang akan diteliti. Sampel dalam penelitian ini adalah sebagian dari populasi dengan Teknik pengambilan sampel adalah *proportoinate stratified random sampling*. Metode pengumpulan data yang digunakan yaitu angket kecerdasan majemuk, angket motivasi dan dokumentasi prestasi belajar siswa. Tehnik analisis data yang digunakan yaitu pertama dengan menggunakan pendekatan statistik deskriptif, uji statistic inferensial, dan uji regresi linier sederhana. Hasil penelitian, 1) pengaruh kecerdasan majemuk pada siswa dengan rata-rata 80,12 dengan kategori sedang atau memiliki pengaruh terhadap prestasi belajar siswa kelas V 2) pengaruh motivasi belajar siswa dengan kategori sedang artinya motivasi belajar siswa memiliki pengaruh terhadap prestasi belajar siswa; 3) berdasarkan uji regresi linear sederhana dengan hasil penelitian bahwa variabel X terdapat pengaruh yang signifikan terhadap variabel Y dari hasil pengujian di atas terbukti bahwa ada pengaruh yang signifikan antara kecerdasan majemuk dan motivasi belajar terhadap prestasi belajar IPS pada siswa kelas V sekecamatan Rappocini Kota Makassar.

**Kata Kunci:** kecerdasan majemuk, motivasi, prestasi

### Abstract

*The purpose of this study was to find out how the influence of multiple intelligences on social studies learning achievement in Class V Elementary School; the effect of learning motivation on social studies learning achievement in Class V Elementary School; and the effect of multiple intelligences and learning motivation on social studies learning achievement in Class V of Elementary School in Rappocini District. This type of research is *expost-facto* research, the method used is quantitative descriptive method with the aim of being able to provide an overview of the problem to be studied. The sample in this study is part of the population with the sampling technique is *proportional stratified random sampling*. The data collection method used was a multiple intelligences questionnaire, a motivational questionnaire and documentation of student achievement. The data analysis technique used is first by using a descriptive statistical approach, inferential statistical tests, and simple linear regression tests. The results of the study, 1) the effect of multiple intelligences on students with an average of 80.12 in the medium category or having an influence on student achievement in class V 2) the effect of student motivation in the medium category means that student learning motivation has an influence on student achievement; 3) based on a simple linear regression test with the results of the study that the X variable has a significant effect on the Y variable. From the test results above it is proven that there is a significant influence between multiple intelligences and learning motivation on social studies learning achievement in fifth grade students in the Rappocini sub-district, Makassar City.*

**Keywords:** *multiple intelligences, motivation, achievement*

## Introduction

One way to improve the quality of human resources (HR) is through education. According to Law no. 20 of 2003 concerning the National Education system, namely Basic education is the level of education that underlies secondary education. The principles of learning in elementary schools, namely the learning process in elementary schools must be integrated with student development, both physical, cognitive, social, moral and emotional development, meaning that the development of teaching materials and learning processes must start from the principle of planning for students. From the aspect of integration of development and learning, the principles of education include the role of the teacher in the overall learning process of elementary school students and curriculum integration.

At the current level, increasing human resources is a priority in the parameters of progress, there is no other way for this development except by increasing the quality of education. There are many factors that influence the quality of these students, namely external and internal factors. For external factors, for example teacher competence, learning models, facilities and infrastructure. As for internal factors such as motivation, maturity, readiness and interest of students.

The world of education in Indonesia is currently so weak because as we know that education will enable students to gain more knowledge which will improve the self-quality of these students but in reality education in Indonesia cannot fully improve the self-quality of every student from knowledge. given in each subject taught in school. For example, the low learning achievement of students in each school.

The low learning achievement of students is a problem that is currently being faced by students. Many teachers strive to make students diligent in learning. Learning is a process of knowing or getting something changed as a result of experience in

interactions both at school and in their environment, an indicator of low learning achievement is a teacher who does not master the material so that students feel bored and lazy to study.

Apart from teachers, parents are also a basic factor in overcoming low academic achievement, because parents know better the nature of a child. In the process of learning a child must be cared for and guided so that a person becomes a smart, intelligent and moral human being. But most of the time nowadays a child's way of learning is not paid attention to and guided, thus making children lazy in learning (Cleopatra, 2015).

Very closely related to the function of learning, because by learning a child can improve his achievement. A child's learning achievement is in accordance with the level of success of something in learning the subject matter stated in each field of study after experiencing the learning process and the learning process can be known after an evaluation is held (Firman, 2021). The results of the evaluation can show the high or low learning achievement.

Learning achievement is a reflection of the success or failure of an education in Indonesia, if more student results in Indonesia are low it may be caused by less effective teaching methods from each school. Low student outcomes in Indonesia can also be caused by a teacher's lack of educational knowledge, perhaps the teacher himself still lacks knowledge because of the teacher's lack of creativity. Gardner distinguished between the old intelligence measured by IQ and the multiple intelligences he discovered. In the old sense, a person's intelligence can be measured by a written test (IQ test), a person's IQ is fixed from birth and cannot be developed significantly; What stands out in IQ is logical-mathematical and linguistic abilities. Meanwhile, according to Gardner, a person's intelligence cannot only be measured by a written test, but is more compatible with the way that person solves problems in real life;

One's intelligence can be developed through education, and there are many intelligences.

At the beginning of his research Garner collected a lot of human abilities that presumably can be included in the notion of intelligence. After all these abilities were carefully analyzed, he finally accepted that there are nine intelligences that humans have, including: Linguistic Intelligence, Mathematical Intelligence, Spatial Intelligence, Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence and Naturalist Intelligence. Basically every child has the eight intelligences. It's just that parents, educators at schools, or the national education system (curriculum) do not develop all of them properly, so that they are less developed. Even though by developing all the intelligence potential of children from an early age, it means that we provide children with a way to more easily reach the peak of success later in the future (Suwarto, 2013).

The fact shows that educational programs that are currently taking place are mostly carried out by making generalizations about the potential achievements and abilities of students. This is due to the lack of understanding of educators about individual characteristics. Complaints arise from educators or teachers that they feel that explaining is as clear as possible but there are students who do not understand the lesson well. Every time a person learns, his mind must be involved and in that mind there is intelligence. One very useful finding is that every individual has not only one intelligence but more, which is also called multiple intelligences or multiple intelligences.

In addition, in the learning process, intelligence is a very important factor because intelligence is the initial capital possessed by students before carrying out learning activities. In accordance with their nature, humans were created by God to be the most perfect created creatures, having the mind and reason (intelligence or intelligence) towards other creatures.

Intelligence as a cognitive element is considered to play an important role. In fact, sometimes there is an assumption that places intelligence in a role that exceeds its actual proportions. Some people even think that intelligence test results are in a role that exceeds the actual proportions. Some people even think that a high intelligence test result is a guarantee of success in learning so that if there is a case of learning failure in a child who has high intelligence it will cause an overreaction in the form of losing trust in the institution that failed the child will lose trust in those who have given an IQ diagnosis. - his.

Often students who are classified as intelligent look stupid because they do not have the motivation to achieve the best possible results (Slameto, 2017). This shows that an intelligent student, if he has low learning motivation, he will not achieve good academic results. Conversely, a student who is less intelligent but has high motivation to learn will achieve good academic results.

The problem of education in Indonesia is so complex. One of the simplest problems is the lack of motivation to learn (Amelia, 2019). Though according (Amna Emda, 2017) student learning success in the learning process is strongly influenced by the motivation that exists in students. This is also supported by research (Cleopatra, 2015) which states that learning motivation significantly influences learning achievement.

Several factors related to intelligence, the general public recognizes intelligence as a term that describes intelligence, intelligence or the ability to solve problems encountered. The description of a child with high intelligence is a description of a smart student, a student who always goes to class with good grades, or a student who is topnotch in his class. This image even extends to the physical image, namely the image of a child whose face is clean, neatly dressed, eyes shining, or wearing glasses. On the other hand, children with low intelligence have more gaping

mouths accompanied by confused looks. Among the behavioral characteristics that have been indirectly agreed upon as a sign of having high intelligence, among others, is the ability to understand and solve mental problems quickly, the ability to remember, high creativity, and a developed imagination. Conversely, simple mental behavior and the like are considered as an indication of not having good intelligence.

When entering childhood and adolescence, a number of attitudes, values and social interaction skills are achieved as competencies. In terms of learning there are ways that are efficient and inefficient (Basam & Sulfasyah, 2018). Many students fail or do not get good results in their teaching because they do not know effective ways of learning. They mostly just try to memorize lessons. As is known learning is very complex. Not yet known all the ins and outs. Learning achievement is influenced by various factors. Study skills and agility differ individually. This does not mean that knowing the clues by itself will guarantee student success. Success is only achieved through hard work. Without effort nothing will be achieved. One's view of learning will influence actions related to learning, and everyone has a different view of learning (Salmia, 2020).

Students who carry out their learning activities cheerfully, happily without feeling pressured will facilitate an effective teaching and learning process, because they are naturally motivated. Basically motivation is arousing the desire or action to do something so as to obtain the desired result. So that motivated students will easily accept lessons. For a learner the role of motivation is very important. If it is called the word learning, the general impression that develops is tense, unpleasant and boring so that learning becomes unpleasant.

Even though learning doesn't have to be done in that way. As a result of this conception of learning, students tend to become depressed. So with the motivation given by educators through the intermediary

of multiple intelligences, it will support a very enjoyable learning process and eliminate the perception that learning in the classroom is scary. Fun learning tries to build a new conception that is not as it has been imagined. Schools function as education, which is an educational process that emphasizes educational and teaching activities, socialization or community activities, and is a place for transformation processes or changes in behavior in a more positive direction. (Wahyu, 2019). Therefore, the need for schools to implement various ways to create a learning process that is fun, comfortable, increases creativity, thinks critically and is active during the learning process.

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This is due to motivation, which can improve learning achievement. Learning achievement is the final acquisition of the learning process. Learning achievement is the limitation that is owned by students in understanding the material. High learning achievement will create students' interest and creativity in learning, unlike the case with low learning achievement will produce low learning interest. Many factors affect learning achievement in the classroom, so it is the task of educators to improve student learning achievement with the influence of multiple intelligences and student motivation.

Measurement of student learning achievement can be done with tests (Suharsimi Arikunto, 2010). The test is one way that teachers do to take the value of student achievement assessments at school. The desired learning outcomes are optimal and high learning achievement. Each student

has different learning achievements, there are those who have high learning achievements, there are those who have less learning achievements. All subjects taught to students include learning achievement, one of the learning achievements in social studies subject schools.

General principles to help develop multiple intelligences in students, (Fitria & Marlina, 2020) yaitu:

- 1) Education must pay attention to all intellectual abilities. So, teaching is not only focused on the abilities of other intelligences. The ability that is only logic and language is not enough to answer human problems as a whole. It is also necessary to introduce other intelligence.
- 2) Education should be individual, education should be more personal, taking into account the intelligence of each student, teaching in the same way, material and time, clearly not profitable for students with different intelligence, so teachers need many ways to help students educate.
- 3) Education must encourage students to be able to determine their goals and learning programs. Learners need to be given the freedom to use ways of learning and ways of working according to their interests.
- 4) Schools must provide facilities and amenities that students can use to train their intellectual abilities based on multiple intelligences.
- 5) Learning evaluation must be more contextual and not just a written test. More evaluation should be in the form of direct field experience and it can be observed how the students perform, whether they progress directly or not.
- 6) Education should not be limited in school buildings, multiple intelligences may also be carried out outside schools, through the

community, extra activities, and contacts with outsiders and experts.

In this general principle, the general direction is quite clear if teachers want to help students develop in their multiple intelligences. Its growth and development is influenced by students' learning motivation.

"Motivation to learn is a psychological factor that is non-intellectual". Its use is in terms of growing enthusiasm, feeling happy and enthusiastic in learning (A.M.Sardiman, 2014). Next, according (Woolfolk, 2004), motivation is divided into 2 of them: (1) intrinsic motivation, and (2) extrinsic motivation. Intrinsic motivation, is an internal motivation in doing something for the sake of something itself (the goal itself). While extrinsic motivation is doing something in order to get something else (how to get the goal).

From the several opinions above about motivation, the authors conclude that motivation is a psychological state that arises from within the individual so that he is motivated and moves to carry out the learning process to achieve high learning achievement. Students who have optimal motivation will have a lot of energy in carrying out the learning process.

## Method

This research is an ex post-facto research because the data obtained is the result of events that have already taken place, so the researcher only uncovers facts based on measuring the symptoms that already exist in the respondents. (Arikunto, 2010).

The research entitled The influence of learning motivation, parenting style, and peer environment on social studies learning achievement in class V at the Rappocini Elementary School, Makassar City, in the academic year 2021/2022. This is done to find the effect of the independent variable on the dependent variable.

This research was conducted to determine the effect of learning motivation, parenting style, and peer environment together on social studies learning achievement for Class V. The approach used in this research is a quantitative approach because the data obtained are in the form of numbers and analysis. used is in the form of statistical analysis (Sugiyono, 2014).

This research is a correlational research because this research aims to find out whether there is influence between one variable and another. According to (Arikunto, Suhardjono, 2011) Correlational research is research conducted by researchers to determine the effect of two or more variables, without making changes, additions or manipulation of existing data. In this study, the data collected is quantitative data which is processed using statistics.

Then the method used is a quantitative descriptive method with the aim of being able to provide an overview of the problem to be studied, it can also be used as material for disclosing, explaining, and analyzing a problem so that it can find a result.

After data collection and data processing is complete, the next step is to analyze the data. The data collected from the closed questionnaire were analyzed by statistical analysis including:

The data obtained from the field is then presented in the form of a data description of each variable. Analysis of the description of the data in question includes the presentation of the Mean (M), Median (Me), Mode (Mo). Standard Deviation (SD), Frequency Distribution Table, Histogram, Diagram and each variable.

The data normality test is useful for knowing the normality of data about parenting and its effect on student achievement. To find out whether the data is normally distributed or not, SPSS 20.0 for windows is used with the Kolmogrov-Smirnov test.

Homogeneity testing is done because researchers will generalize the results of the

study to the study population. In the sense that if the data obtained is homogeneous then the sample groups come from the same population.

The efficiency analysis used to process research data is product moment correlation. To get the correlation coefficient of variable X with variable Y, and regression analysis aims to obtain a functional relationship between the two variables. The inferential regression analysis used is based on the data obtained in the Coefficients table. If  $T_{count} > T_{table}$  or  $sig < \alpha$  (0.05) then the  $H_a$  hypothesis is accepted and  $H_0$  is rejected. It is further added that if the value of the relationship between the variables is positive, it means that the relationship between the two variables is unidirectional.

### Hasil dan Pembahasan (70%)

#### a. The Influence of Multiple Intelligences on Social Science Learning Achievement in Class V Elementary Schools in Rappocini District

Multiple intelligence data (variable X1) was obtained using a multiple intelligence questionnaire consisting of 18 questions. The score range used for each item is 1-4. The maximum score obtained by the respondent is 72 (18x4) and the minimum score is 18 (18x1). The multiple intelligences frequency distribution table can be seen below.

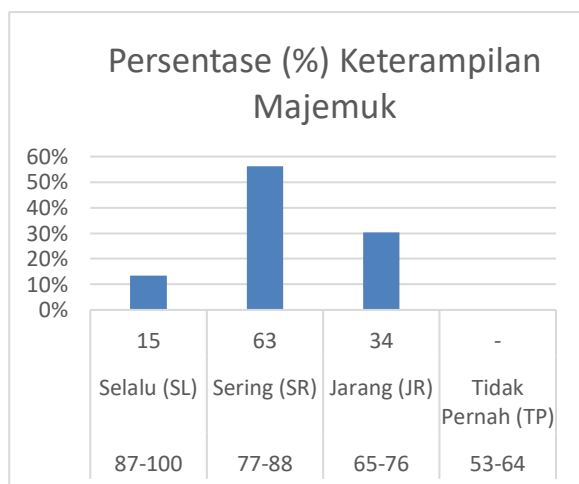
Table 1 Frequency distribution of multiple intelligences

Statistics		
kecerdasan majemuk	Valid	112
	Missing	0
Mean		80.12
Std. Error of Mean		.610
Median		80.00
Mode		81
Std. Deviation		6.454
Variance		41.653
Range		34
Minimum		65
Maximum		99

Sum	8973
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Based on the table above, it can be seen that there were 112 students from 5 schools that were sampled in this study. The minimum score for multiple intelligences is 65 and the maximum score is 99. The value that appears frequently (mode) is 81, and the median value is 80. The total value of the multiple intelligences questionnaire is 8,973 with an average of 80.12 and a standard deviation is 6.454. Furthermore, it can be seen by the percentage value in the multiple intelligences questionnaire for students. Furthermore, it can be presented in a histogram as follows.

Figure 1 Histogram of multiple intelligence variables



Based on the histogram above, it can be seen that the highest frequency is 77-88 with frequent categories of 63 students. The frequency of the smallest value is 65-76 with a rare category of 34 students. Whereas for grades 87-100 categories there are always 15 students. So it can be concluded that the multiple intelligences of class V elementary school students in the Rappocini sub-district have multiple intelligences with the category often.

### b. The Effect of Learning Motivation on Social Science Learning Achievement in Class V SDN in Rappocini District

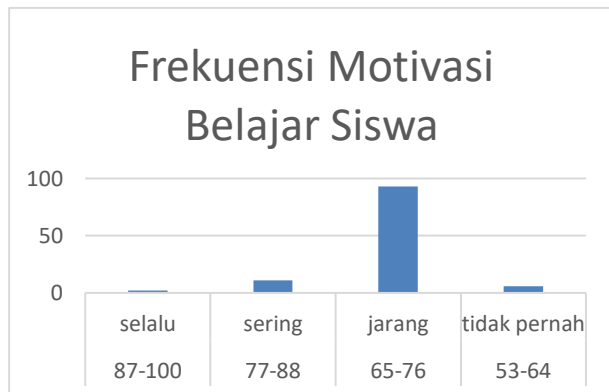
Students' learning motivation was collected through a questionnaire on fifth grade students of elementary schools in the Rappocini sub-district with a total sample of five schools. The results of the student learning motivation questionnaire analysis can be seen in the following table.

Table 2. Questionnaire statistics on student learning motivation

Statistics		
N	Valid	112
	Missing	0
Mean		71.72
Std. Error of Mean		.512
Median		71.00
Mode		71
Std. Deviation		5.423
Variance		29.409
Range		33
Minimum		58
Maximum		91
Sum		8033

Based on the statistical data of the student learning motivation questionnaire above, it can be explained that the minimum score for student learning motivation is 58 and the maximum score for student learning motivation is 91. The value that occurs most often (mode) is 71, and for the median value (median) is 71. Total the value of the multiple intelligences questionnaire was 8,033 with an average of 71.72 and a standard deviation of 5,423. then it can be presented in a histogram of student learning motivation as follows.

Figure 2 Histogram of Learning Motivation Variables



Based on the histogram image above, it can be seen that the highest frequency is 65-76 with a rare category of 93 students. The frequency of the smallest value is 87-100 with always 2 students in the category. So it can be concluded that the learning motivation of fifth grade elementary school students in the Rappocini sub-district has a rare category, or is adapted to the material and learning atmosphere in the class.

IPS learning achievement data (variable Y) was obtained through documentation. The documentation used is the IPS score within one semester listed in the semester II report card for the 2021/2022 school year obtained from the class teacher of each school. The frequency distribution of IPS learning achievement can be seen in the following table:

Table 3 Statistical data of learning achievement

Statistics		
Prestasi_belajar	N	112
	Valid	112
	Missing	0
Mean		88.68
Std. Error of Mean		.404
Median		89.00
Mode		88 <sup>a</sup>
Std. Deviation		4.273
Variance		18.256
Range		18
Minimum		78

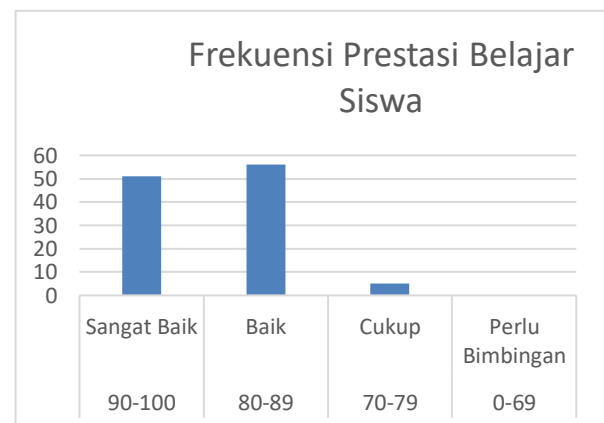
Maximum	96
Sum	9932

a. Multiple modes exist. The smallest value is shown

Based on the statistical data on learning achievement above, it can be seen that the minimum score for student achievement is 78 and the maximum score is 96. The value that occurs frequently (mode) is 88, and the median value (median) is 89. The total value of learning achievement is 9,932 with an average of 88.68 and the standard deviation is 4,273. Furthermore, it can be seen by the percentage value on learning achievement in class V students in social studies subjects.

Furthermore, it can be presented in a histogram of student achievement as follows.

Figure 3 Histogram of learning motivation variables



Based on the histogram above, it can be seen that the highest frequency is 80-89 with a good category of 56 students. The lowest score frequency is 70-79 with a sufficient category of 5 students, a very good frequency with an interval of 90-100 scores of 50 students and there are no more students who need guidance. So it can be concluded that the learning achievement of fifth grade elementary school students in the Rappocini sub-district has a good category.

### c. The Effect of Multiple Intelligences and Learning Motivation on Learning Achievement



The coefficient analysis used to process research data is product moment correlation. Testing can be carried out using the SPSS 25.0 program. The test criterion at a significant level of 5% is if  $r_{count} < r_{table}$ , then  $H_0$  is accepted and  $H_a$  is rejected. Vice versa if  $r_{count} > r_{table}$  then  $H_a$  is accepted.

Table 4 Correlation test  
**Correlations**

		kecerdasan_majemuk	motivasi	prestasi_belajar
kecerdasan_majemuk	Pearson Correlation	1	.886	.007
	Sig. (2-tailed)		.365	.941
	N	112	112	112
motivasi	Pearson Correlation	.886	1	.011
	Sig. (2-tailed)	.365		.912
	N	112	112	112
prestasi_belajar	Pearson Correlation	.007	.011	1
	Sig. (2-tailed)	.941	.912	
	N	112	112	112

Based on the correlation table above, the correlation coefficient of learning achievement is 0.886 with a significance of 0.365.  $H_a$  is accepted because of significance  $> 0.05$ , so there is a significant relationship between multiple intelligence and learning motivation with social studies learning achievement of fifth grade students.

The inferential regression analysis used is based on the data obtained in the Coefficients table. If  $T_{count} > T_{table}$  or  $sig < \alpha (0.05)$  then the  $H_a$  hypothesis is accepted and  $H_0$  is rejected. It was further added that if the value of the variable relationship is positive, it means that the relationship between the two variables is unidirectional. Testing the simple linear regression hypothesis can be done through the SPSS 25.0 program.

Table 5 Simple linear regression test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	88.475	7.134		12.402	.000
	motivasi	.009	.076	.011	.117	.907
	kecerdasan_majemuk	-.005	.064	-.008	-.084	.933

a. Dependent Variable: prestasi\_belajar

Based on  $T_{table}$  for a significant level of 5% with  $db = 110$  ( $db = N-1$  for  $N = 112$ ) that is 1.65882.  $T_{count}$  obtained using SPSS 25.0 in the table above, namely 12.402. With decision making If  $T_{count}$  is greater than  $T_{table}$  then  $H_a$  is accepted and  $H_0$  is rejected. From the results of the  $T_{count}$  calculation of 12.402 above compared to  $T_{table}$  ( $db = 110$ ) which is 1.65882 at a significant level of 5%, so  $T_{count} > T_{table}$  then  $H_a$  is accepted and  $H_0$  is rejected. In other words, reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ) for testing the two variables. So it can be concluded that variable X has a significant effect on variable Y from the test results above it is proven that there is a significant effect between multiple intelligences and learning motivation on social studies learning achievement in class V students in the Rappocini sub-district, Makassar City.

## Conclusion

Based on the results of the research above, the researcher can present the following conclusions: 1) The effect of multiple intelligences on social studies learning achievement for Class V Elementary School in Rappocini District for the 2021-2022 Academic Year. Students'

multiple intelligences on student achievement have a high average score based on the value of the questionnaire that has been distributed. With a total average value of 80.12. 2) The effect of learning motivation on social studies learning achievement for Class V Elementary School in Rappocini District for the 2021-2022 Academic Year. Student motivation with an average score of 71.72 in the medium value category. Student motivation on student achievement has a moderate effect. 3) The effect of multiple intelligences and learning motivation on social studies learning achievement of Class V Elementary School in Rappocini District for 2021-2022 Academic Year, was carried out using a simple linear regression test with the result that variable X has a significant effect on variable Y from the test results above it is proven that there is a significant influence between multiple intelligences and learning motivation on social studies learning achievement in fifth grade students in the Rappocini sub-district, Makassar City.

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