



## Evaluation of Office Management Expertise Program in Improving Work Readiness of SMK Islam Krembung Students Using Multiple Intelligences Model

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### Article Info:

### Article History:

Received: 2024-05-09

Revised: 2024-06-07

Accepted: 2024-07-06

### Keyword:

Office Management,  
Work Readiness, Multiple  
Intelligences, Program  
Evaluation

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### Paper Type:

Research Paper

### Abstract:

### Purpose:

This study aims to evaluate the effectiveness of the Office Management Expertise Program at SMK Islam Krembung in improving students' work readiness. In the evaluation process, the Multiple Intelligences Model approach developed by Howard Gardner was used.

### Methodology:

This model allows for in-depth analysis of various types of intelligence relevant to the field of office administration, including linguistic-verbal, logical-mathematical, interpersonal, and other intelligence. The research method applied is evaluative, with data collection through observation, tests, and interviews.

### Findings:

The results of the study indicate that the Multiple Intelligences-based approach provides more comprehensive insight into students' work readiness, as well as identifying aspects of intelligence that need to be strengthened in the curriculum and teaching methods.

### Implication:

This approach provides a more comprehensive understanding of the different types of intelligence relevant to the world of work, allowing for more integrated and tailored teaching to students' needs. These findings are expected to provide recommendations for the development of expertise programs that are more effective and responsive to the demands of the world of work.



## INTRODUCTION

The Office Management expertise program at SMK Islam Krembung is designed to equip students with the right skills and knowledge so that students are ready to enter the world of work in the field of office administration. To ensure that this program continues to develop and provide optimal results, a comprehensive evaluation is needed. It is important to measure the extent to which the goals that have been set are achieved, as well as to measure the contribution of this program in improving students' work readiness (Sweeney, 2010).

In this study, the author adopted the Multiple Intelligences Model approach developed by Howard Gardner. This approach highlights that human intelligence is not limited to a single form but rather consists of various types of complementary intelligence. In the context of the Office Management expertise program, the application of this model allows for a more comprehensive evaluation of various aspects of intelligence that are highly relevant to the needs of work in the administrative field (Munawaroh et al., 2016).

The evaluation was conducted by considering the various types of intelligence contained in the Multiple Intelligence Model. These intelligences include linguistic-verbal, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalist intelligence. To obtain a clear picture of student development in each aspect of this intelligence, the author used various data collection methods, such as academic tests, direct observation, interviews with students and teachers, and other evaluation instruments (Rismawati & Paais, 2024). This diverse approach aims to ensure that each student's potential can be better identified and optimally developed.

By applying the Multiple Intelligence Model in the evaluation of the Office Management expertise program, this study aims to gain a deeper understanding of the effectiveness of the program in preparing students to face

the world of work. The evaluation conducted not only focuses on assessing learning outcomes but also aims to understand the role of various types of intelligence in forming professional competencies needed in the world of work. The results of this study can provide valuable contributions to curriculum development, the design of more effective teaching methods, and the preparation of other supporting programs to improve the quality of education in this field.

This study is expected to provide deeper insight into the application of the Multiple Intelligences Model in the evaluation of the Office Management expertise program at SMK Islam Krembung. With a clearer understanding, schools, teachers, and other stakeholders can formulate more innovative and adaptive strategies to improve the quality of vocational education. Finally, this study is expected to contribute to better-preparing students so that students have not only solid technical competencies but also professional skills that are relevant to the demands of an increasingly dynamic world of work.

## METHODS

This research method uses an evaluative approach that aims to assess the effectiveness of the Office Management Expertise program at SMK Islam Krembung in improving students' work readiness. The Multiple Intelligences Model is used as an evaluation framework to gain a more comprehensive understanding of various aspects of students' intelligence that are relevant to the world of work.

This research involves data collection through observation of students in learning activities and office simulations, application of tests and evaluation instruments to measure intelligence development, and interviews with students, teachers, and school staff to understand the experiences of students in this program. The data obtained were analyzed qualitatively through coding and thematization of interviews and observations, while quantitative data were processed using appropriate statistical methods (Chukwu, 2023).

The results of the analysis are used to evaluate the extent to which the program has succeeded in improving students' work readiness and identifying its strengths and weaknesses. From these findings, recommendations are made for the development of a more effective expertise program. The conclusions of this study are then presented in the form of a report that includes the results of the evaluation, suggestions for improvement, and implications for improving the quality of education in the field of Office Management.

**Evaluation.** Evaluation is a process carried out systematically to collect, analyze, and assess information or data, with the aim of producing appropriate and accurate assessments or conclusions. This process is applied in various fields, including education, business, government, and everyday life. The main purpose of evaluation is to measure the performance, effectiveness, or success of a program, policy, product, or process that has been implemented (Rismawati & Paais, 2024).

Evaluation is an identification process to measure/assess whether an activity or program that is implemented is in accordance with the planning or goals to be achieved. Some say that the meaning of this evaluation is an activity or activity of collecting information about the performance of something (method, human, equipment), which information will be used to determine the best alternative in making decisions. The meaning of this evaluation is a series of activities or activities that aim to measure the level of success in an Education program. (Juri et al., 2022)

Arikunto defines program evaluation as a series of activities carried out intentionally to measure the level of success of a program. In his book, Mugiadi explains that program evaluation is an effort to collect information related to a program, activity, or project. This information is very useful in decision making, such as to improve programs, perfect follow-up activities, stop an activity, or disseminate ideas that are the basis of a program or activity. In addition, the information collected must meet scientific, practical, appropriate criteria, and be in line with the values that underlie each decision making (Selvi, 2017).

**Office Management Expertise Program.** The Office Management Expertise Program is an educational program designed to prepare students with the knowledge and skills needed to become successful professionals in the office world. This program covers various important aspects, such as management, administration, business communication, and information management. During this program, students will learn basic management concepts, including planning, organizing, directing, and controlling. In addition, students will also be taught how to manage human resources, develop leadership skills, and understand effective management practices (Syariah & Ilmu, n.d.).

Students will also learn essential administrative skills, such as scheduling, reporting, inventory management, and event organization. Students will gain an in-depth understanding of the use of office software, such as word processing, spreadsheets, presentations, and database management. In addition, business communication is a key component of the program. Students will be taught how to communicate effectively in a business environment, both orally and in writing. Students will explore presentation techniques, negotiation, business writing, and interpersonal communication (Nur Aidila Fitria et al., 2024).

The Office Management Expertise Program is designed to provide an in-depth understanding of information management. Students will be trained to collect, store, and manage data efficiently and securely. Students will learn the use of information technology and database management systems to support smooth operations in an office environment. In addition, this program also includes participant involvement in projects or internships in real workplaces. Thus, students will have the opportunity to apply the knowledge and skills they have acquired in the context of work reality (Rahayu, 2015).

The Office Management Expertise Program is designed to produce graduates who are ready to enter the workforce in various administrative and managerial positions in an office environment. Graduates will be equipped with an in-depth understanding of effective management practices, strong administrative skills, good business communication skills, and insight into information management.

By graduating from the Office Management Expertise Program, graduates will be ready to face the challenges in the office work world. Students can find jobs as administrative assistants, project coordinators, office managers, or even start their businesses as entrepreneurs. This program provides a strong foundation for students to develop a successful career in the field of office management. With the knowledge and skills that students gain, students can become competitive professionals and contribute significantly to managing efficient and effective office operations.

**Job Readiness.** Job readiness is the state in which a person has the knowledge, skills, attitudes, and understanding necessary to enter the workforce effectively. It includes physical, mental, and professional preparation that enables an individual to succeed in a competitive work environment.

Skills are another important component of job readiness. These skills can be technical, such as the ability to use specialized software or equipment, or interpersonal skills, such as effective communication, teamwork, and leadership. These skills can be acquired through formal education, training, or previous work experience.

The increasingly difficult competition for jobs requires vocational schools to pay more attention to their graduates. Graduates who have good qualities will certainly find it easier to compete with. Competition in the world of work requires work readiness in terms of knowledge, skills and information. Work readiness consists of two words, namely readiness and work. According to Dalyono, "readiness is a sufficient ability both physically and mentally. Physical readiness means sufficient energy and good health, while mental readiness means having sufficient interest and motivation to carry out an activity". According to Chaplin, readiness is a level of development of maturity or adulthood that is beneficial for practicing something. Meanwhile, Slameto stated that readiness is a requirement for someone's next learning to be able to interact in a certain way (Muspawi & Lestari, 2020).



Work readiness in a study conducted by Coetzee and Oithuizen describes that an individual's work readiness is related to the individual's belief in their abilities. It is in accordance with the statement once conveyed by Bandura in his book that individual beliefs can influence all forms of planning/desires of a person. It shows that self-efficacy directs individuals to understand the conditions that exist in themselves realistically. Self-efficacy, or what is interpreted as a form of self-confidence, has an important role in supporting the role of individuals in shaping work readiness. Mark Sherer and James say that self-efficacy is an expectation of personal mastery, which is the main determinant in behavioral change, which later, past experiences, attributions of success, and skills produce different levels of efficacy. Students who have high self-efficacy are more likely to have good work readiness compared to students who have low levels of self-efficacy (Putra et al., 2023).

**Multiple Intelligences Model.** The multiple intelligences model developed by Gardner is based on his view that it is an assessment that is seen descriptively how individuals use their intelligence to solve problems and produce something. This approach is a tool used to see the human mind operating in its environment, both in relation to concrete and abstract objects (Sundari et al., 2022).

In the world of education, the theory of multiple intelligences is starting to be accepted because it is considered to serve better all the intelligences that children have. The concept of multiple intelligences makes educators wiser in seeing differences and makes children feel more accepted and served. This concept "erases" the myth of intelligent and unintelligent children because, according to this concept, all children are essentially intelligent. It is just that the concept of intelligence needs to be redefined with a new foundation (Gardner, 1999).

According to Julia Yasmine, the multiple intelligences model is the highest validation of the idea that individual differences are important. Its use in education is highly dependent on the recognition, acknowledgment, and appreciation of each or various ways students (students) learn, in addition to the recognition, acknowledgment and appreciation of each individual's interests and talents. The multiple intelligences theory not only recognizes these individual differences for practical purposes, such as teaching and assessment but also considers and accepts them as normal, reasonable, even interesting and very valuable. This theory is a step towards a point where individuals are valued, and diversity is cultivated. (Tri Sukitman, 2004)

**Types of Multiple Intelligence.** Linguistic Intelligence refers to a person's ability to think using words, both orally and in writing. Students who have this intelligence tend to enjoy reading, writing, and speaking and have high auditory abilities. For students, words are not just a means of communication but also a medium for expressing deeper meanings, enjoying sounds, and creating rich images in the mind (Gardner, 1999).

Logical Mathematical Intelligence is related to the ability to think rationally, perform calculations, and analyze patterns and relationships between numbers. Individuals with this intelligence prefer learning methods based on problem-solving, experiments, and in-depth analysis to find solutions to problems (Listyaatmadja, 2016).

Visual Spatial Intelligence describes a person's ability to understand and imagine shapes in spatial dimensions. Students who have this intelligence tend to enjoy visual-based learning such as pictures, maps, graphs, films, or fine art. This ability allows students to see the world from a broader perspective and understand visual relationships better.

Musical Intelligence is related to sensitivity to rhythm, pitch, and melody. A person with this intelligence is able to recognize sound patterns well, enjoy music, and have sensitivity in creating or expressing emotions through harmony and rhythm.

Kinesthetic Intelligence is closely related to a person's ability to use their body to express ideas and emotions or perform a particular skill. Students who have this intelligence prefer physical activities such as sports, dancing, or manual skills and learn more easily through direct experience and practice (Naimah Zhahraturun Nabilah et al., 2023).

Interpersonal Intelligence reflects a person's ability to understand, interact, and build relationships with others. Individuals with this intelligence usually have high social sensitivity, are able to negotiate, cooperate, and have empathy in understanding the feelings and needs of others (Rakhmawati, 2019).

Intrapersonal Intelligence is a person's ability to understand themselves, recognize emotions, and direct their lives based on deep self-awareness. Students who have this intelligence tend to be more reflective, able to regulate emotions and have a clear vision of the purpose of the Student's life.

Naturalist Intelligence describes a person's sensitivity to nature and their environment. Individuals with this intelligence have a great interest in flora and fauna, enjoy the beauty of nature, and have the ability to distinguish species, understand natural phenomena, and play a role in environmental conservation efforts.

Existential Intelligence is often associated with spiritual intelligence, which is a person's ability to understand life values, question the meaning of existence, and internalize norms in everyday life. Individuals with this intelligence tend to have a deep awareness of moral principles, philosophy, and spiritual aspects of life. Each individual has a unique combination of these intelligences, which shape how students learn, communicate, and contribute to social and professional life (Tri Sukitman, 2004).

## RESULTS AND DISCUSSION

The results of this study indicate that the Office Management Expertise program at SMK Islam Krembung has succeeded in improving students' work readiness through the application of the Multiple Intelligences Model. The research findings reveal that students experience significant development in various aspects of intelligence covered in this model. Students show improvements in linguistic-verbal, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalist intelligence (Tawa, 2019). This improvement is proof that the Office Management expertise program is able to develop various intelligences that are relevant to the demands of the world of work, especially in the field of office administration. Communication skills, data analysis, and teamwork skills become more honed, thus equipping students with competencies that are in accordance with industry needs.

The Multiple Intelligences Model approach applied in this program offers a comprehensive and structured learning framework. By considering various types of intelligence, the teaching methods presented become more diverse and able to adapt to the needs and characteristics of students (Nadia et al., 2023). This integrated approach not only allows for the development of student's potential more holistically but also helps students build essential skills in the world of work. Students' readiness to face challenges in the field of office administration also increases along with the implementation of more inclusive and adaptive learning methods.

Each type of intelligence developed in this program has a significant contribution to students' work readiness. Linguistic-verbal intelligence, for example, helps students communicate effectively and develop writing skills needed in office administration (Adha & Permatasari, 2021). Interpersonal intelligence plays a role in building teamwork and strengthening professional interactions in the work environment. In addition, logical-mathematical intelligence trains problem-solving and data-processing skills that are crucial in administrative work. Meanwhile, kinesthetic intelligence contributes to improving practical skills related to document management and office operations. By recognizing and optimizing the diversity of intelligence possessed by students, this program has succeeded in creating a more inclusive learning environment and supporting comprehensive skill development (Suryanti et al., 2022).

The findings of this study also provide important insights for the development of curriculum and teaching methods in the Office Management expertise program. The curriculum can be designed more systematically to accommodate the various intelligences covered in the Multiple Intelligences Model so that students can develop their potential optimally according to the field of work that they are interested in (Himawan et al., 2023). Various innovative teaching methods, such as project-based approaches, collaborative learning, use of visual media, and

integration of music and technology, can be applied to improve learning effectiveness. With this more varied approach, graduates of the Office Management expertise program will not only have strong academic competencies but also professional skills that are ready to be used in the world of work.

One important step is to integrate the Multiple Intelligences Model approach into the curriculum so that learning can better adapt to the diverse potential and intelligence possessed by students. In addition, the use of varied teaching methods needs to be applied so that each student can understand the material in a way that best suits the characteristics of the learner. In order for the implementation of this approach to be more effective, training and professional development for teachers is an urgent need. With a deeper understanding of the Multiple Intelligences Model, teachers can develop more innovative and adaptive teaching strategies.

In addition, increasing cooperation with the industrial world is also an important factor in providing real experience to students. Through internship programs or industrial visits, students can better understand the demands of the world of work and improve their practical skills in the field of office administration. As an evaluative step, regular monitoring of student progress and program effectiveness needs to be carried out systematically. This evaluation is not only intended to measure the success of the program, but also to identify aspects that still need to be improved so that this expertise program is increasingly relevant and of high quality.

By implementing these recommendations, the Office Management Expertise program at Krembung Islamic Vocational School can continue to develop, producing competent graduates, ready to face the challenges of the world of work and able to compete in the increasingly dynamic era of globalization.

Learning outcomes at the end of phase E (grade X): Students will get a comprehensive picture of the Office Management Expertise Program they choose so that they are able to have a career picture and self-development plan in the field of office management that suits their talents, interests, and passions. In addition, at the end of phase E in the soft skills aspect, students will be able to apply a work culture according to job demands, understand a positive self-concept according to K3 and 5R standards, develop critical thinking skills in solving problems and find solutions, and be consistent in applying a work culture in business services. In the hard skills aspect, students are able to apply competency elements in the Basics of Office Management subjects as follows:

At the end of phase E, students are expected to have a comprehensive understanding of various aspects of office management. They are able to explain business processes in the workplace, including stages of management functions such as planning, organizing, implementing, and controlling within the scope of office work. In addition, students also understand the concept of supply chain in goods management services based on the principles of industrial K3 and 5R.

In facing the development of the times, students are equipped with insights into modern office management, office automation, and the impact of the Industrial Revolution 4.0 on the field of administration. They also understand a professional work culture and the eco-green concept that is oriented towards sustainability and environmentally friendly.

Furthermore, students are able to identify various job profiles or professions that are relevant in the field of office management, both now and in the future. They also understand the business opportunities that can be developed in this field so they can prepare themselves for a career or even become entrepreneurs independently.

In terms of technical skills, students are equipped with an understanding of basic office activity techniques, including excellent service, customer service, and work procedures and instructions that are in accordance with industry standards. In addition, they also have the competence to handle digital-based documents, understand the types of equipment used in document management, and apply document storage procedures according to the system applicable in the world of work.

The ability to use technology is also an important part of this learning. Students are able to identify various types of office equipment, use and maintain the equipment, and operate software and hardware applications for



office purposes. They also understand the procedure for printing documents correctly according to industry standards.

In terms of communication and information, students have skills in managing organizational information systems. They are able to understand various types of data and information, use the home page menu in an information system, and apply the basics of oral and written communication professionally. In addition, they are also skilled in using electronic media for effective communication in the work environment.

Finally, in the field of business and logistics services, students are able to understand the concept of office management related to logistics, starting from types of logistics documents to warehouse administration services. They are also equipped with an understanding of transportation systems, distribution, and delivery procedures that are in accordance with applicable standards in the industry.

With this competency, students are expected to be able to face the challenges of the world of work with adequate skills and a professional attitude that is ready to adapt to developments in the office industry.

## CONCLUSION

The Office Management Expertise program at SMK Islam Krembung has succeeded in improving students' work readiness by developing various aspects of intelligence in the Multiple Intelligences Model. This approach provides a more comprehensive understanding of the various types of intelligence relevant to the world of work, allowing for more integrated and tailored teaching to students' needs. The evaluation of this program provides valuable input for the development of curriculum, teaching methods, and other supporting programs to improve learning effectiveness. Therefore, further integration in the curriculum, diverse teaching methods, teacher training, cooperation with the industrial world, and periodic evaluation are needed to ensure the improvement of program quality and students' readiness to face the world of work.

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