



Investigates The Implementation of Kinesthetic Intelligence-based Thematic Learning: A Case Study in Elementary School's Second-Grade

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ARTICLE INFO	ABSTRACT
<p>Article history: Received 6 May 2023 Received in revised form 13 May 2023 Accepted 14 June 2023 Available online 30 June 2023</p> <p>Keywords : Kinesthetic intelligence, Thematic learning, learning approach</p>	<p><i>Kinesthetic intelligence-based thematic learning is a theme learning approach where learning activities entail more movement and physical activity (kinesthetic) using an active learning paradigm. The fact that each learner has a unique learning and information-capture potential serves as motivation for applying this knowledge. Therefore, it is crucial for teachers to present their lessons in unique and original ways so that students will readily accept them. Applying kinesthetic intelligence-based theme learning has a number of benefits, including making it simpler to directly explain subject to kids because learning includes students' physical abilities. This study aims to characterize learning, how learning is put into practice, and how thematic learning based on kinesthetic intelligence is evaluated in Baros Mandiri 3 Elementary School's second grade. A case study research design was chosen as the research methodology in this study. employing observation and interviewing as data collection methods. The findings of this study are recommendations for (1) kinesthetic intelligence-based learning planning, which comprises, and (2) kinesthetic intelligence-based theme learning implementation. (3) Kinesthetic intelligence class 2-based evaluation of thematic learning, which involves formative and daily evaluation.</i></p>

1. INTRODUCTION

The acquisition of knowledge and skills through formal instruction is a crucial element in the maturation and advancement of young individuals. It is the duty of educators to establish a learning environment that is both efficient and captivating, thereby enabling students to attain their maximum learning capacity. In this pursuit, there is a growing

significance placed on innovative learning methodologies that cater to the unique requirements of individual students.

Thematic learning that is grounded in kinesthetic intelligence has emerged as a noteworthy approach in the realm of education. The proposed methodology entails incorporating increased bodily movement and kinesthetic engagement within educational pursuits, through the implementation of an active learning framework. The primary impetus for incorporating kinesthetic-based learning lies in the recognition of individual students' distinctive learning potential and comprehension of information. Kinesthetic intelligence refers to an individual's capacity to utilize their physicality and manual dexterity to convey internal thoughts and emotions, as well as to manipulate or innovate tangible objects (e.g. Drigas & Papoutsi, 2018; Lazear, 2004; Widhianawati, 2011). This form of intelligence is not extensively cultivated within cultural contexts. In children, kinesthetic intelligence may not be fully realized across multiple domains. Juvenile activities are typically executed in an instinctual manner, encompassing exploration, expression, and communication. The notion of thematic learning is rooted in the ideas of two prominent educational scholars, namely Jacob (1989) who introduced the concept of interdisciplinary learning and Forgarty (1991) who advocated for integrated learning. Thematic learning is an educational methodology that intentionally establishes connections between various elements of intra-curricular and inter-subject lessons. Through this integration, students will acquire comprehensive knowledge and skills, thereby imbuing their learning experience with significance (e.g. Lazear, 2004; Nurlaela et al., 2018). Kinesthetic Intelligence, also known as physical intelligence, refers to the capacity to utilize various body parts to address challenges or create objects. Individuals possessing this type of intelligence are capable of comprehending information through emotions that are experienced via bodily or physical sensations. Individuals possess a high level of proficiency in mobilizing both major and minor muscle groups, and derive pleasure from engaging in physical exertion and diverse athletic pursuits.

Individuals who possess a proclivity towards kinesthetic intelligence exhibit heightened sensitivity and awareness towards physical movements. They possess the ability to effectively communicate through nonverbal cues and gestures, as well as excel in tasks that require physical dexterity (e.g. Nurunnisa, 2017; Oviyanti, 2017). However, individuals with this form of intelligence may experience discomfort during prolonged periods of silence and may become disinterested if learning materials lack demonstrative components. Kinesthetic intelligence has the potential to significantly impact an individual's growth, development, and aptitude. Individuals who possess this particular type of intelligence exhibit a preference for manual dexterity, experience tedium and discomfort when required to remain stationary for extended periods, engage in diverse pursuits, and demonstrate a fondness for non-verbal forms of communication.

The inclusion of kinesthetic-based learning activities in pedagogy is a crucial necessity for fostering children's creativity (Kusuma, 2014; Taher et al., 2023). Thematic learning, as a pedagogical approach, encompasses an integrated learning model that employs themes to interconnect various subjects, thereby facilitating meaningful experiences for learners. Essentially, thematic learning is a holistic learning model that utilizes themes to unify disparate subjects. In this particular context, it is imperative for educators to deliver their instructional content in a distinctive and innovative manner to facilitate the students' comprehension and assimilation of the material. Kinesthetic-based learning allows for a more active engagement of students in the learning process, as it involves the incorporation of

physical abilities in the comprehension of the material. This approach has the potential to facilitate comprehension of the subject matter and enhance its accessibility to a younger audience. This study aims to investigate the execution and assessment of kinesthetic-oriented thematic instruction in the context of second-grade education. The research will be carried out at Baros Mandiri 3 Elementary School. The proposed investigation will employ a case study research design, utilizing observation and interviews as the primary data collection techniques.

Thematic learning is predicated upon the pedagogical principle of experiential learning, whereby students engage in active, hands-on learning in the classroom and apply their knowledge through play. As such, it is incumbent upon educators to craft learning experiences that meaningfully impact student learning outcomes (Maula et al., 2014; Septianti & Afiani, 2020). Nevertheless, the implementation of thematic learning is not without its challenges, as many instructors continue to grapple with its nuances despite its longstanding presence in the educational landscape. Consequently, there persist numerous misconceptions surrounding this approach to learning. Thematic learning, which is based on kinesthetic intelligence, can be employed by educators to effectively utilize various models of active learning strategies. This approach is a viable solution to enable highly active students to optimize their kinesthetic intelligence, thereby facilitating an effective classroom learning experience. The present study defines thematic learning based on kinesthetic intelligence as a predominantly motion-based approach, wherein students are encouraged to engage in physical activities and remain active throughout the learning process. The objective of this research is to delineate the nature of learning, its implementation, and the assessment of kinesthetic-based thematic learning in the second grade of Baros Mandiri Elementary School 3. The study's results will offer valuable suggestions for organizing kinesthetic-oriented education and executing kinesthetic-based thematic instruction. Furthermore, this research will offer direction in assessing kinesthetic-based thematic learning at the second-grade level through the implementation of formative and daily evaluations. This study aims to investigate the impact of a kinesthetic intelligence-based thematic learning approach on the learning process and student experience. The anticipated outcome of this study is to provide a substantial contribution towards the advancement of efficacious and captivating pedagogical techniques, while concurrently enhancing our comprehension of the multiplicity of student learning modalities.

2. METHOD

The present study employs a descriptive method, which involves investigating a problem by providing a detailed account of the subject or object of research as it appears in its current state, without altering any of its inherent characteristics. The research was conducted at SDN Baros Mandiri 3, located in Baros Village, Central Cimahi District, Cimahi City. The selection of this site was based on its proximity to the author's residence. The study participants consisted of Grade 2 Teachers and Grade 2 Students.

The present study employs a qualitative field research approach, which seeks to comprehend the phenomenon experienced by research subjects (Lexy, 2011). Data was gathered from the field through information obtained from research subjects. The qualitative methodology utilized in this investigation aims to elicit descriptive information in both written and oral formats, as well as to observe the behavior of the individuals involved in the research. The methodology employed in this study involves the utilization of a case study approach.

This approach is employed to gain a comprehensive understanding of a particular problem or phenomenon under investigation. The data collection techniques employed in this study include observation, interviews, and documentation.

3. RESULTS AND DISCUSSIONS

The research was carried out at SDN Baros Mandiri 3 with the aim of characterizing, implementing, and evaluating kinesthetic intelligence-based thematic learning among second-grade elementary school pupils. The present study employs a thematic learning approach that is grounded in kinesthetic intelligence. The thematic learning approach that is grounded on kinesthetic intelligence is a pedagogical method that emphasizes the integration of movement and physical activity into the learning process, employing an active learning paradigm (Nurlaela et al., 2018).

The present investigation employed a case study research design as the chosen research methodology, utilizing observation and interviews as the primary data collection techniques (Hamzah, 2021). The research commences with a systematic procedure of scrutinizing pedagogical methodologies and conducting interviews with instructors who are accountable for imparting knowledge to pupils in the second grade. The present investigation has generated preliminary findings by means of the acquisition of observational data and conducting interviews. The results indicate that the program has a total enrollment of 26 students. Furthermore, the present investigation employs diverse research methodologies, including observation, interviews, and documentation, to examine the design, execution, and evaluation of kinesthetic intelligence-centered thematic instruction among second-grade pupils at SDN Baros Mandiri 3. The subsequent section contains the results and additional discussion.

The study's results offer suggestions for (1) the development of learning plans that incorporate kinesthetic intelligence and (2) the execution of thematic learning that is based on kinesthetic intelligence (e.g. Azis, Bahrudin et al., 2022; Davoudi & Chavosh, 2016; Pitriani et al., 2020; Şener & Çokçalışkan, 2018). Furthermore, the present study offers suggestions for implementing kinesthetic intelligence-centered thematic assessments in second-grade classrooms. These recommendations encompass both formative and daily evaluations. The present study outlines the initial steps taken to implement a thematic learning plan that focuses on kinesthetic intelligence in second-grade students at SDN Baros Mandiri 3. The aforementioned procedure entails the teacher engaging in collaborative efforts with the educator collaborative team (KKG) team to formulate a syllabus and semester program at the onset of every semester. Furthermore, educators collaborated with second-grade instructors to devise instructional schemes that integrate thematic learning approaches grounded in kinesthetic intelligence (e.g. Nurhasanah, 2015; Wisnu Budi Wijaya, 2018). Mrs. Siti Rogayah, the head of SDN Baros Mandiri 3, reports that collaborative efforts were undertaken with the educator collaborative team (KKG) team to develop the annual program, semester program, and syllabus. Furthermore, directives were provided to class instructors, including those teaching second grade, regarding the formulation of instructional outlines. Subsequently, design and execute educational materials that conform to kinesthetic intelligence-centered thematic instruction for pupils in the second grade, customized to their specific requirements. In addition, it is advisable to produce multimedia resources that integrate interactive features to promote conceptual comprehension and alleviate tedium in the educational setting. Subsequently, establish a set of assessment standards and adapt them to conform with the

performance targets established by educators of class 2.

The present study centers on the implementation of a thematic instructional strategy that is grounded in kinesthetic intelligence among second-grade students. Currently, in the implementation of kinesthetic intelligence-based thematic learning in Class 2, a three-step approach is being utilized. The methodology entails the pursuit and execution of preliminary, fundamental, and concluding undertakings. The execution of pedagogical methodologies within a specific timeframe. The third theme. The third sub-theme. The researcher has documented the learning process by collecting data from teaching and learning activities 1-6. The initial phase of the learning process entails the inclusion of all students, irrespective of their religious or ideological affiliations, in a prayer session to commence the educational activities. Core activities are defined as the fundamental tasks or operations that are crucial for the proper functioning of an organization or system. The basic activities are executed for a duration of 180 minutes, employing a systematic approach and incorporating the technique of Role Playing. The utilization of the demonstration learning model and active learning techniques are topics of interest within the academic community. C). The collaborative activity, which was the highlight of the session, had a duration of 15 minutes. During this time, students worked together to draw conclusions regarding their daily learning experiences. The primary aim of this activity is to assess the degree of attainment among second-grade pupils and educators within the framework of thematic learning that is based on kinesthetic intelligence. Subsequently, inquire and furnish feedback regarding the topic that has been examined.



Fig. 1. The process of teaching and learning in class (a) the teacher asks students to come forward in front of the class (b) the teacher gives an explanation of the material

This study aims to evaluate the efficacy of thematic instruction that integrates kinesthetic intelligence in the learning process of second-grade students. The study's observations revealed that second-grade educators predominantly employed daily assessment, formative assessment, and research-based debriefing as their primary approaches to evaluating student learning. Additionally, an interview was undertaken with Mrs. Widya, a second-grade teacher who emphasized the utilization of two assessment processes: daily tests and formative tests. During daily tests, Mrs. Widya engages in a question-and-answer session with her students at the commencement and conclusion of each lesson. The instructor instructed the students to complete the exercises presented in the thematic books. These exercises were occasionally assigned towards the conclusion of the lesson or prior to dismissal.

Based on the outcomes of teacher interviews, observational activities, and

documentation, it has been determined that the evaluation process implemented by grade 2 teachers in kinesthetic intelligence-based thematic learning encompasses both daily and formative assessments. The daily assessments encompass a variety of evaluation methods such as written examinations, memorization exercises, question-and-answer sessions, and performance-based evaluations. Formative assessments typically comprise evaluations administered at the conclusion of individual chapters or sub-chapters.

The present study introduces a novel approach to enhance the efficacy of learning and promote student engagement by utilizing a thematic learning strategy that is grounded in kinesthetic intelligence. The incorporation of movement and physical activity into the learning process has the potential to enhance students' comprehension and foster a positive attitude towards learning through an enjoyable experience. Additionally, it can assist educators in addressing obstacles encountered when instructing content to students who possess a kinesthetic learning preference. It is imperative to acknowledge that the findings of this investigation are contingent upon a singular case study conducted at SD Baros Mandiri 3, thus warranting caution in extrapolating the outcomes to alternative educational institutions or varying educational tiers. Hence, additional investigation is warranted to evaluate the efficacy and implementation of thematic learning based on kinesthetic intelligence across diverse settings and student cohorts.

In summary, the article showcases how thematic learning approaches that are based on kinesthetic intelligence can augment student learning by incorporating physical activity and movement.

4. CONCLUSION AND SUGGESTION

Thematic learning predicated on kinesthetic intelligence is an educational methodology that incorporates heightened physical (kinesthetic) activity and movement within an active learning framework. The objective of this approach is to leverage the distinctive learning potential and comprehension of information that is inherent to every individual student. Educators must deliver their instructional materials in a distinctive and innovative manner to facilitate students' comprehension and assimilation of knowledge. The utilization of kinesthetic-based learning has numerous advantages, such as enabling the direct elucidation of subject matter to children as learning is contingent upon students' physical capabilities. The objective of this research is to delineate the nature of the learning process, the strategies employed to facilitate learning, and the assessment methods utilized to evaluate kinesthetic-based thematic learning in the second grade of Baros Mandiri Elementary School 3. The employed research methodology entails a case study approach that incorporates observation and interviews as the primary data collection techniques. The study's results offer suggestions for (1) the development of kinesthetic-oriented instructional design that encompasses, and (2) the execution of kinesthetic-based thematic instruction. The present study involves an assessment of the effectiveness of kinesthetic-based thematic learning in class 2, which incorporates formative evaluations and daily evaluations.

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