

Analysis of the Needs for a Language Learning Model Based on Multiple Intelligences with the Integration of Maluku Culture

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Abstract

Contemporary language learning requires a learner-centered approach that is responsive to cognitive diversity and learners' cultural backgrounds. This study aims to analyze the needs of students and lecturers regarding the development of a Multiple Intelligences (MI)-based language learning model integrated with Maluku culture. A descriptive-exploratory survey design was employed, involving 108 students and 21 lecturers from the Department of Language and Arts at Pattimura University. Data was collected through a structured questionnaire assessing awareness, preferences, readiness, and the need for institutional support, and were analyzed using descriptive statistics. The findings indicate that students demonstrate a high level of awareness of multiple intelligence, a strong preference for creative, multimodal, and project-based learning, and a positive attitude toward the integration of local culture in language learning. Meanwhile, lecturers exhibit strong support for the implementation of MI-based pedagogy and culturally responsive teaching; however, they still face constraints related to the availability of learning resources and institutional support. These findings underscore the importance of developing a language learning model that contextually integrates multiple intelligences and local culture. Theoretically, this study contributes by integrating the MI approach and culture-based pedagogy within a needs analysis framework, which have often been examined separately. Practically, the findings provide a foundation for the development of more inclusive, contextual, and learner-responsive language curricula and instructional designs.

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INTRODUCTION

In recent years, language learning has undergone a shift from uniform pedagogical approaches toward more learner-centered approaches that accommodate differences in cognitive characteristics and socio-cultural backgrounds. One approach that emphasizes the diversity of learners' potential is the theory of Multiple Intelligences (MI) proposed by Gardner (1983), which posits that individuals possess various types of intelligence, such as linguistic, musical, kinesthetic, visual-spatial, interpersonal, intrapersonal, logical-mathematical, and naturalistic. These differences in intelligence influence how learners understand, process, and use language. A number of studies indicate that learners employ a range of intelligence in language learning, and such variation contributes to language learning success (Tandoc Jr & Mae Garnadozo, 2022). Furthermore, the implementation of Multiple Intelligences-based learning strategies has been shown to enhance engagement and learning outcomes, as they better align with individual preferences and learning styles (Rahaman & Pattnaik, 2024).

On the other hand, the integration of culture in language learning has also become an important aspect, particularly in multilingual and multicultural educational contexts. Language learning is no longer viewed merely as the mastery of linguistic structures, but also as a process of understanding and using language within socio-cultural contexts. Research shows that cultural intelligence has a significant relationship with language learning success, where learners with higher levels of cultural intelligence tend to be more adaptive and effective in cross-cultural communication (Aksak & Çubukçu, 2023). In addition, approaches such as Content and Language Integrated Learning (CLIL) have been proven to improve linguistic competence as well as cultural awareness and communicative ability in real-life contexts (Preksha & Kaur, 2024; Qizi, 2025).

However, these strands of research have generally been conducted separately. Studies on Multiple Intelligences tend to focus on cognitive

aspects and learners' preferences without linking them to cultural contexts (Rahaman & Pattnaik, 2024; Tandoc Jr & Mae Garnadozo, 2022). Conversely, research on cultural integration in language learning places greater emphasis on the development of intercultural competence and the use of language in social contexts but has yet to consider differences in learners' intelligence profiles (Preksha & Kaur, 2024; Qizi, 2025). Moreover, most of these studies have been conducted in general or global contexts and have not specifically addressed local culture as a foundation for developing learning models.

These limitations indicate a significant research gap, namely the lack of studies that systematically integrate the Multiple Intelligences approach with local culture in language learning based on needs analysis. In fact, the integration of learners' cognitive characteristics and local cultural contexts has the potential to produce learning that is more contextual, meaningful, and relevant.

In the context of Maluku, the richness of local cultures such as oral traditions, local languages, music, dance, and socio-communal practices—constitutes a valuable learning resource that has not yet been optimally utilized in language learning. For students in the Department of Language and Arts at Pattimura University, the integration of Maluku culture contributes not only to the improvement of linguistic competence but also to the strengthening of cultural identity and the relevance of learning. Therefore, a comprehensive needs analysis is required to identify learners' characteristics, learning expectations, as well as the readiness of lecturers and institutions in developing an integrative learning model.

Based on this background, this article aims to address the research gap by presenting the results of a needs analysis of a Multiple Intelligences-based language learning model integrated with Maluku culture. Specifically, this study examines: (1) learners' awareness of and preferences for Multiple Intelligences in language learning; (2) their expectations and readiness for the integration of Maluku culture; and (3)

lecturers' needs related to professional development and institutional support in implementing Multiple Intelligences-based and culturally grounded pedagogy. The findings of this study are expected to provide theoretical contributions to the development of contextual, learner-characteristic-based language learning models, as well as practical contributions for lecturers and institutions in designing more inclusive, relevant, and culturally grounded learning.

METHODOLOGY

This study employed a descriptive-exploratory survey design to identify the needs of students and lecturers regarding the development of a Multiple Intelligences (MI)-based language learning model integrated with Maluku culture. The research was conducted at the Department of Language and Arts, Faculty of Teacher Training and Education, Universitas Pattimura.

The participants consisted of two groups: lecturers and students. The lecturer group comprised 21 individuals from three study programs: Indonesian Language and Literature Education, English Education, and German Language. Lecturers were selected using purposive sampling based on the following criteria: (1) teaching language-related courses, and (2) having or not having prior experience in implementing MI-based learning or cultural integration. Of these, 15 lecturers had prior experience, while 6 had none.

The student group consisted of 108 respondents enrolled in the same study programs, with a composition of 78.7% female and 21.3% male. Students were also selected using purposive sampling, taking into account their involvement in language learning within the department.

Data were collected using structured questionnaires developed separately for lecturers and students. The lecturer questionnaire covered three main aspects: (1) experience and understanding of MI-based learning and cultural integration, (2) readiness to implement these approaches, and (3) professional development needs. Meanwhile, the student questionnaire

included: (1) learning style preferences and dominant intelligence, (2) language learning experiences, and (3) needs and interest in the integration of Maluku culture in learning.

All items were measured using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instruments were adapted from previous studies and tested for reliability using Cronbach's alpha coefficient, with all scales yielding values above 0.70, indicating good internal consistency.

Data collection was conducted from October to November 2025. The questionnaires were distributed through two methods: online via digital platforms and offline in printed form during classroom sessions. Prior to completing the questionnaire, respondents were provided with an explanation of the research objectives, procedures, and data confidentiality assurance. Participation was voluntary, and respondents were asked to give consent before completing the questionnaire.

Data were analyzed using descriptive statistics, including percentages, means, and standard deviations, to describe respondents' levels of perception, readiness, and needs. In addition, cross-tabulation was conducted to compare lecturers' responses based on teaching experience and to identify patterns in students' learning preferences. The results of the analysis were then interpreted to formulate the needs for developing an MI-based language learning model integrated with Maluku culture. Data reliability was assessed through internal consistency analysis of the instruments, while data validity was strengthened through comparison of findings between lecturer and student groups.

RESULTS AND DISCUSSION

The needs analysis involved two main groups of respondents: students and lecturers from the Department of Language and Arts, Faculty of Teacher Training and Education, Universitas Pattimura. The questionnaire items were developed based on the theory of Multiple Intelligences (Gardner, 1983), the VARK learning styles model (Fleming & Mills, 1992),

and the framework of culturally responsive pedagogy (Gay, 2010; Johnson, 2002).

Table 1. Needs Analysis Indicators

Group	Category	Indicators	Theoretical Basis
Students	1. Learning Experience & Styles	Understanding of Multiple Intelligences (MI), identification of learning styles, alignment between teaching methods and intelligence types, and engagement in multimodal learning activities.	Fleming & Mills (1992); Gardner (1983)
	2. Cultural Integration	Preferences for cultural content (folklore, songs, proverbs), interest in locally contextualized learning, and willingness to promote Maluku culture through language use.	Coyle et al. (2013); Gay (2010)
	3. Motivation and Expectations	Desire for project-based, creative, and collaborative learning; readiness to engage in MI-based learning.	Deci & Ryan (2009); Kolb (2015)
Lecturers	1. Pedagogical Understanding	Knowledge of MI theory and culturally responsive teaching practices.	Armstrong (2009); Brown (2001)
	2. Instructional Practices	Frequency of using MI-based or culture-based materials and the challenges encountered.	Helwa (2021)
	3. Institutional Support	Availability of training, resources, and interdepartmental collaboration.	OECD (2018); UNESCO (2003)

These indicators ensure that the data collected encompass both cognitive and contextual dimensions of needs, ranging from students' learning styles to the institutional environment that influences lecturers' pedagogical practices. The indicators in the needs analysis (Table 1) were designed to identify learning demands from both cognitive and contextual perspectives for students and lecturers in the Department of Language and Arts, Faculty of Teacher Training and Education, Universitas Pattimura.

As shown in Table 1, the indicators are organized into three main categories for both groups of respondents. For students, the indicators focus on learning experiences, cultural integration, and motivation. This is consistent with Gardner's (1983) Multiple Intelligences (MI) theory, which asserts that linguistic competence develops optimally when multiple

intelligences are activated in the learning process. For example, students with high interpersonal intelligence tend to learn more effectively through discussions and collaborative projects, whereas those with spatial or musical intelligence benefit more from visual mapping or rhythm-based activities.

Meanwhile, the indicators for lecturers highlight the importance of pedagogical understanding, adaptive instructional practices, and institutional support in implementing Multiple Intelligences (MI)-based learning. These dimensions align with the findings of Guskey (2002), which emphasize that the successful implementation of educational innovations is largely determined by teachers' professional competence and institutional support systems. Furthermore, Tomlinson (2014) argues that learning practices responsive to learner diversity require strong pedagogical readiness, including

the ability to design differentiated instruction based on individual needs and characteristics. In the context of MI, Armstrong (2009) also emphasizes that the effectiveness of this approach depends heavily on educators' understanding of diverse intelligences and the availability of supportive learning resources. Overall, these indicators provide a comprehensive framework for triangulating needs analysis data by integrating students' learning experiences, lecturers' pedagogical readiness, and institutional contextual support.

Students'Needs Overview of Student Demographics and Learning Styles

Table 2. Distribution of Students' Learning Styles

Learning Style	Percentage	Dominant Intelligence Tendencies
Visual	79.6%	Spatial, linguistic
Auditory	10.2%	Musical, interpersonal
Kinesthetic	10.2%	Bodily-kinesthetic, naturalistic

Table 2 shows that 79.6% of students identify themselves as visual learners, while 10.2% each identify as auditory and kinesthetic learners. These findings indicate that most students in this department process information most effectively through visual stimuli, such as diagrams, text organization, videos, and images. However, nearly one-fifth of the students prefer auditory and kinesthetic learning modes, suggesting that a uniform teaching approach may fail to accommodate this segment of learners.

The dominance of visual learning styles in this study is consistent with previous research indicating that language learners tend to rely on visual-spatial and linguistic intelligences in processing information (Tandoc Jr & Mae Garnadozo, 2022). However, unlike that study, which emphasized the relationship between intelligence and language ability, the present study reveals a gap between students' intelligence profiles and the instructional strategies implemented in the classroom.

In addition, Rahaman and Pattnaik (2024) argue that the implementation of MI-based learning can enhance instructional effectiveness by aligning with learners' styles. The findings of this study extend this perspective by demonstrating that the need for a multimodal approach is not only pedagogical but also contextual, as it relates to the cultural background of Maluku students, which is rich in visual, musical, and kinesthetic expressions.

This is in line with Fleming and Mills (1992), who emphasize that effective instruction should accommodate multimodal input—visual, auditory, read/write, and kinesthetic—so that students can learn through their strongest channels. In the context of the diverse cultural and linguistic environment of Maluku, these findings also suggest that students' intelligence may be shaped by their socio-cultural exposure, such as traditional songs, folklore, and local performing arts, which tend to reinforce auditory and kinesthetic intelligences. Therefore, a curriculum that is sensitive to variations in intelligence is essential to foster more equitable engagement in language learning.

The dominance of visual learners also reflects a preference for multimodal content such as diagrams, videos, and concept maps. Fleming and Mills (1992) state that aligning instructional media with learning modalities can enhance retention and comprehension. However, approximately one-fifth of students demonstrate auditory and kinesthetic preferences, making the need for differentiated instruction increasingly evident. Gardner's theory (1983) supports this view: diverse intelligence profiles require multiple entry points in language learning activities, not relying solely on verbal-linguistic intelligence but also incorporating musical, spatial, and interpersonal intelligences. Students' Understanding and Learning Experiences

Table 3. Students' Responses to Learning Experience Indicators

Indicator	Agree (%)	Strongly Agree (%)	Interpretation
Awareness of differences in individual intelligences	25	68.5	High awareness of the MI framework
Awareness of personal learning styles	45.4	39.8	Strong metacognitive awareness
Teaching methods are not yet fully aligned with intelligence preferences	20.4	11.1	Pedagogical mismatch identified
Preference for creative and engaging media	37	50	High demand for experiential learning

Table 3 illustrates students' perceptions of their learning experiences in language classes. The majority of students (68.5%) strongly agree that individuals possess different types of intelligence, indicating a high level of awareness of the MI concept. However, only about one-third of the students feel that classroom teaching methods are truly aligned with their own intelligences. This gap between conceptual awareness and pedagogical implementation suggests the need for curriculum redesign. While students recognize the diversity of intelligences, the teaching methods applied remain largely conventional and uniform.

The data also reveal that students have a strong preference for creative, experiential, and multimodal learning activities, such as drama, creative writing, cultural storytelling, and collaborative projects. This aligns with the constructivist approach (Bruner, 1966), which emphasizes that learning becomes more meaningful when students are actively engaged,

able to experiment, and reflect on their experiences. Kolb's (2015) experiential learning cycle further supports the interpretation that students seek more active involvement in the learning process, suggesting that instruction should shift from teacher-centered transmission to student-centered exploration.

The findings regarding the gap between students' awareness of the MI concept and its implementation in practice reflect patterns identified in previous studies, where theoretical understanding of MI is not always accompanied by appropriate pedagogical practices (Rahaman & Pattnaik, 2024). However, this study offers an additional contribution by demonstrating that the gap is not solely due to pedagogical factors, but also to the limited integration of local cultural contexts in instructional design. Therefore, these findings underscore that optimizing MI in language learning requires an approach that is not only cognitively differentiated but also culturally contextualized.

Integration of Maluku Culture in Language Learning

Table 4. Students' Perceptions of the Integration of Maluku Culture

Indicator	Agree (%)	Strongly Agree (%)	Interpretation
Exposure to local cultural materials in class	40.7	40.7	Cultural content has been partially integrated
Learning becomes more enjoyable with familiar cultural elements	45.4	31.5	Increased emotional engagement
Willingness to learn foreign languages through Maluku culture	48.1	39.8	High motivation for intercultural learning
Integration helps in understanding values	50	23.1	Learning becomes value-oriented

Willingness to participate in culture-based projects	50.9	37	High level of participatory tendency
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The analysis in Table 4 indicates that students hold positive attitudes toward the integration of Maluku culture in language learning. Approximately 81.4% of students agreed or strongly agreed that cultural materials such as folklore, proverbs, and Maluku oral traditions enhance their engagement in learning.

Students also reported that learning becomes more enjoyable and meaningful when it is connected to their identity and everyday experiences. This finding is consistent with Gay (2010), who emphasizes that culturally responsive pedagogy can strengthen learners' sense of belonging, thereby increasing motivation and cognitive engagement.

However, around 20% of students perceive that exposure to cultural materials remains limited and often superficial. They expressed a desire for more systematic integration, for example through bilingual storytelling projects, comparative cultural-linguistic studies, or translation exercises based on Maluku idioms. The high percentage of students interested in participating in culture-based collaborative projects (87.9%) also indicates readiness for CLIL-oriented learning (Coyle et al., 2013), in which language is used as a medium for learning cultural content.

These findings support the view that language and culture are inseparable entities (Byram, 1997). Integrating Maluku culture into language learning not only facilitates comprehension but also fosters cultural intelligence, an essential skill in the era of globalization.

The results demonstrate strong student support for the use of local cultural elements as authentic learning materials. According to Coyle et al. (2013), the Content and Language Integrated Learning (CLIL) approach enhances linguistic competence as well as intercultural awareness. Furthermore, Contextual Teaching and Learning (CTL) (Johnson, 2002) emphasizes the importance of connecting learning materials with real-life experiences. For Maluku students,

engagement with folklore, traditional songs, and local expressions not only facilitates understanding but also strengthens cultural identity, in line with UNESCO's (2003) view of education as a means of cultural preservation.

The finding of high student motivation toward the integration of Maluku culture is consistent with previous studies showing that cultural integration in language learning can enhance engagement and communicative competence (Preksha & Kaur, 2024). In addition, Aksak and Çubukçu (2023) found that cultural intelligence is positively associated with language learning success.

However, this study offers a new perspective by demonstrating that local culture functions not only as a learning context but also as a source for activating multiple types of intelligence within the MI framework. In other words, in this study, Maluku culture serves not merely as content but as a pedagogical medium for integrating various learner intelligences.

Lecturers' Needs

Lecturers' responses indicate a combination of enthusiasm and challenges in implementing MI-based pedagogy and culturally responsive learning. The majority of lecturers (85%) acknowledge that MI-based teaching can improve learning outcomes, reflecting a high level of awareness and positive attitudes toward this approach. However, many lecturers also report significant challenges, particularly regarding access to culturally relevant teaching materials, with 70% indicating difficulty in finding high-quality local content.

Despite these limitations, more than 80% of lecturers demonstrate strong interest in developing multimedia and multilingual instructional materials that integrate Maluku culture into language learning. This finding suggests that lecturers possess both conceptual and affective readiness to adopt innovative approaches, even though practical conditions in the field do not yet fully support their

implementation. This is consistent with Armstrong (2009), who argues that the implementation of Multiple Intelligences-based learning depends heavily on the availability of resources, educators' creativity, and supportive learning environments. Similarly, Gardner (1983) emphasizes that although MI theory has been widely accepted conceptually by educators, its practical implementation often encounters structural and pedagogical constraints.

However, this study reveals a more specific dimension: the primary barrier lies not only in pedagogical understanding but also in the availability of structured, ready-to-use local culture-based learning resources. This indicates that the successful implementation of MI in local contexts is highly dependent on institutional support, particularly in the development of contextualized instructional materials.

Furthermore, the gap between lecturers' positive attitudes toward the MI approach and the limitations in its implementation is also in line with Tomlinson (2014), who highlights that educational innovations—including differentiation based on diverse intelligences—require strong institutional support, continuous professional development, and collaboration among educators. Without such support, implementation tends to be partial and unsustainable.

Therefore, institutional collaboration and cross-program initiatives are essential to enable the effective implementation of MI-based pedagogy integrated with culture. In this regard, the findings reinforce the existence of a gap between perception and practice in the application of MI in the classroom, while also underscoring the need for systemic strategies to bridge this gap.

Synthesis: Mapping the Needs of Students and Lecturers

Table 5. Convergence Points of Students' and Lecturers' Needs in Developing an MI–Maluku Culture Model

Domain	Students' Needs	Lecturers' Needs	Pedagogical Implications
Instructional Design	Active, project-based learning; creative media	Guidelines for differentiated instruction	Implement MI-based multimodal activities
Cultural Integration	Learning through folklore, songs, and local values	Authentic local content and supporting media	Develop bilingual materials based on CLIL
Motivation and Identity	Sense of pride and emotional connection to culture	Preservation of local identity through teaching	Strengthen cultural awareness outcomes
Institutional Support	Adequate facilities, media, and workshops	Development of collaborative resources	Establish institutional policy support

The synthesis presented in Table 5 indicates a strong alignment between the expectations of students and lecturers. Both groups prioritize active and creative learning environments, the integration of local culture as authentic learning material, collaborative project-based learning, and institutional support for professional development.

These overlapping needs provide a foundation for designing a Multiple Intelligences (MI) model integrated with Maluku culture, in which pedagogy not only develops linguistic competence but also enhances creativity, cultural identity, and intercultural awareness.

Overall, the findings of this study suggest that the integration of Multiple Intelligences and local culture should not be viewed as two separate

approaches, but rather as a unified pedagogical framework that is mutually reinforcing. Unlike previous studies that tend to examine MI or cultural integration in isolation, this study demonstrates that local culture can function as a medium for activating multiple intelligences in language learning.

Thus, the novelty of this study lies in:

1. The conceptual integration of MI and local culture within a single pedagogical framework.
2. A needs analysis-based approach that incorporates both student and lecturer perspectives.
3. The contextualization within Maluku culture, which has received limited attention in language learning research.

These findings underscore the importance of developing language learning models that are not only adaptive to individual differences but also responsive to local socio-cultural contexts.

CONCLUSION

This study demonstrates that effective language learning must be aligned with the diversity of learners' intelligences as well as the local cultural context. Students show a high level of awareness of their intelligence profiles, demonstrate preferences for creative and multimodal learning, and respond positively to the integration of Maluku culture in language learning. On the other hand, lecturers exhibit supportive attitudes toward the implementation of Multiple Intelligences (MI)-based pedagogy and culturally responsive teaching, although they still face challenges related to the availability of resources, contextualized instructional materials, and institutional support.

These findings emphasize that the development of language learning models should be designed in an integrative manner, accommodating learners' cognitive needs while also utilizing the potential of local culture as a learning resource. The integration of MI and Maluku culture contributes not only to the improvement of linguistic competence but also to the strengthening of cultural identity, creativity,

and intercultural awareness within multilingual educational contexts.

Theoretically, this study contributes by integrating the Multiple Intelligences approach and local culture-based pedagogy within a single needs analysis framework, which have often been examined separately. Practically, the findings can serve as a foundation for the development of curricula, instructional design, and institutional policies that are more inclusive, contextual, and responsive to learners' characteristics and cultural environments.

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