

## The Application of Multiple Intelligences Learning Strategies in Teaching and Learning and Classroom-Based Assessment (CBA) of Malay Language in Perak

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**ABSTRACT** - In the Malaysian context, Multiple Intelligences (MI) is essential for the National Education Philosophy's aspiration especially for holistically and integrally to develop individual potential, nurture human beings who are harmonious and balanced in intellect, spirituality, emotion, and physicality, based on trust and respect. Therefore, meaningful Teaching and Learning (T&L) and lifelong learning are required to apply in this century, especially in the language. Teachers frequently encounter challenges in implementing T&L based on multiple intelligences and conducting holistic assessment of students. Furthermore, students often lack active engagement in the classroom. Hence, the objective of this study is to explore the application of MI learning strategies in Malay Language (ML) T&L, and how this approach is able to support the implementation of Classroom-Based Assessment (CBA). This study applied a qualitative action research design. Data were collected through teacher interviews, observation, and analysis of teacher documents. Reflection was conducted through discussions with teachers to evaluate the strategy implementation and generate adjustments as necessary. The findings indicate that teachers were able to implement T&L in an engaged context according to students' multiple intelligences. Additionally, teachers could implement CBA more systematically. This research suggests that MI learning strategies are effective in enhancing the quality of T&L by accommodating students' diverse learning preferences. The study's implications include improving the T&L practice in the Malay Language and providing professional training for teachers to integrate MI learning strategies into their instruction. In conclusion, this strategy is able to assist the teachers, especially Malay Language teachers, to improve their teaching and learning process due to students' future in academics and life.

## INTRODUCTION

### Background

Our education system is progressing and requires approaches suited nowadays requirement. The development of new approaches in the Teaching and Learning (T&L) process demands to be applied in the diverse intelligences of recent students. The diversity of students in the classroom drives that T&L be applied according to students' intelligences to ensure more meaningful learning. Accordingly, students with varied levels, backgrounds and intelligences able to learn in the same classroom. Education that includes multicultural students promotes the concept of humanity, emphasizing the values of equality and justice. Furthermore, classrooms comprising weak, average, and excellent students are able to interact with one another. These students receive support and assistance from their peers.

Therefore, teachers require approaches or strategies for conducting T&L that account for students with diverse intelligences. In addition, teachers must also assess or evaluate students to determine their understanding and achievement.

This action research aims to explore the application of Multiple Intelligence (MI) learning strategies in ML T&L and how this approach can aid in the implementation of Classroom-Based Assessment (CBA). The MI learning strategy, based on the Ministry of Education (MOE, 2022) guidelines, is used to identify students' multiple intelligences while uncovering and highlighting these intelligences among students. This strategy applied nine types of intelligence which are linguistic, logical-mathematical, spatial, bodily-kinesthetics, musical, interpersonal, intrapersonal, naturalist, and existential.

### PROBLEM STATEMENT

Classroom-Based Assessment (CBA) was introduced to evaluate a student's learning development holistically (MOE, 2019). CBA was implemented to ensure students cultivate interest and interest in learning. This is consistent with Yates and Johnston (2018), who stated that the examination approach is less applicable for students today, given that every student acquired different potential and abilities. This difference entails a holistic approach and a relatively long-time frame to identify the student's existing abilities and potential.

Students also find learning more pleasant when they are not burdened by excessive examinations, as they have more time for activities such as presentations, group discussions, project-based learning, and exploratory learning (Tong, 2016). Therefore, the Ministry of Education (MOE) introduced an assessment format that is holistic and capable of comprehensively measuring students' learning progress. The objective of CBA is to provide equal learning opportunities for all students, as the assessment process is conducted continuously, giving students substantial opportunity to address their deficiency (Sidhu, Kaur & Chi, 2018).

In this context, teachers play a crucial role to plan and implemented the effective T&L process. Therefore, teachers are obtaining a high knowledge and skills, as well as a positive attitude towards the subject they taught. This is to ensure that the implementation of CBA is transparent and fair to students. However, a key issue of in this study is the level of teachers' knowledge and skill in implementing CBA. Teachers' lack of readiness in assessment implementation. This led to various issues, such as validity, reliability, practicality, administration, monitoring, and coordination (Faudzi, & Ahmad, 2022). Naturally, teachers' weaknesses in knowledge and skills during assessment contribute the assessment process non-transparent. Furthermore, the majority of teachers elevate to conduct standardized examinations to assess their students' achievement, aligning with Vlachou's (2018) finding that target on summative rather than formative assessment (Sien, 2024).

Additionally, teachers are inspired to assign Proficiency Levels (PL) to their students based on their own approach. Consequently, students' full potential may not be detected. This is supported by Yeh & Khairani (2018), who stated that teachers fail to monitor student achievement from an

assessment knowledge perspective and cannot view achievement holistically due to non-transparent assessment, thus obscuring students' true potential. Moreover, teachers do not implement CBA according to the standard content and learning standards outlined in the Standard Curriculum and Assessment Document (DSKP).

The issue of teachers' lack of integrity when assigning PLs to students is also raised. The study by Md-Ali & Veloo (2017) indicated that some teachers exhibit bias or partiality in assigning proficiency levels during assessment, leading to inaccurate reporting. Previous studies show that the implementation of CBA among teachers has not yet reached a satisfactory level of quality assurance. Research on ML teachers' knowledge and skills in implementing CBA is still limited. Previous literature reviews found studies examining this scope, such as Omar (2019) and Rosszi et al. (2024). Furthermore, past studies also show that teachers' teaching experience influences CBA implementation.

The study by Putri, Supriyatin & Azrai (2020) found that a portion of teachers are still unaware of or indifferent to students' learning styles. There are also teachers who still teach using a conventional, one-way, "chalk and talk" style. Agus (2021) and Ning & Rusli (2025) found that some teachers still employ the "chalk and talk" method, making the class more teacher-centered than student-centered. Additionally, teachers lack materials for implementing 21st-century learning (PAK-21) (Ning & Rusli, 2025).

Contemporary teachers face significant challenges in selecting effective teaching methods because students arrive with diverse inclinations, motivation levels, knowledge, and learning styles. In the context of Malay Language education, teachers often encounter students struggling to master reading and writing skills (Nur Faraliana & Wan Azni 2024).

Therefore, this study was conducted to explore the application of MI learning strategies in ML T&L and how this approach can support the implementation of CBA. MI learning strategies are thus applied in teaching and learning to help teachers implement CBA in the classroom. Students, as active learners, can create a learning environment that suits their inclinations.

## **OBJECTIVE**

This research is implemented to explore the application of Multiple Intelligence Learning Strategies (MILS) in ML T&L and how this approach could support the implementation of CBA.

## **LITERATURE REVIEW**

### **Malay Language Teaching**

Malay Language Education refers to the teaching and learning of Malay as a first or second language. Malay is the national and official language in Malaysia. It is also used as the medium of instruction in education because it is used for the purpose of racial unity. Malay as a language of knowledge is undeniable, and history has proven that its use in knowledge dissemination has been successful for a long time (Rusli et al., 2024; Bakhtaselvan et al., 2022).

The Ministry of Education Malaysia (MOE) has emphasized that Malay Language and History are compulsory passing subjects in Malaysian examinations. Consequently, a student-centered T&L approach becomes a priority. Active student participation in the learning process is crucial to facilitate their responses and recall of information during learning sessions (Mayer, 2004), while improve their understanding (Rusli et al., 2024). The study by Yusof & Karim (2005) affirm that the teacher's teaching approach is the main factor that influence the development of students' cognitive skills and the development of the students. The approach that emphasized high-level questioning, critical thinking, and problem-solving able to stimulate cognitive skills more effectively. Research indicates that identifying students' capability able to assist teachers to plan an appropriate activity for each student.

Malay Language is the official language of Malaysia and is declared the National Language. Malay Language should be spoken by Malaysia's multi-racial, multi-ethnic, and multi-national society, as stipulated in Article 152 of the Malaysian Constitution (Nazri Muslim et al., 2011). The MOE recognizes the position and sovereignty of the Malay Language by accomplishing it as the main medium of instruction in all schools in Malaysia. This imperial resolution is the starting point for dignifying the Malay Language to produce students who are competent in the language.

The T&L process for the Malay Language subject, which is fundamentally based on language skills—comprising listening, speaking, reading, and writing. It is about the given dominant emphasis in all schools in Malaysia, whether government-aided or private. The Malay Language curriculum endure drastic transformation starting in 2011. It was in line with the implementation of the Primary School Standard Curriculum (KSSR) for Stage 1, which leads to student-centered learning. This led to enhance students' engagement and commitment in the T&L process of the Malay Language (MOE, 2010; Anamalai & Mohammad, 2024).

The integration of language arts aspects through the ML T&L process is a significant step to empower the implementation of the 'edutainment' element in the classroom. This is because the edutainment element creates a fun learning environment that leads to active student involvement through activities that stimulate students' multiple intelligences, especially musical, interpersonal, kinesthetic, and others (Norlela Ahmad & Shamsudin Othman, 2020). Students' cognition in learning this language arts aspect can be stimulated by self-factors and external factors such as teacher instruction, use of teaching aids, and assessment requirements (Anamalai & Mohammad, 2024).

CBA for the Malay Language subject is implemented by considering students' proficiency in language skills, which include listening, speaking, reading, and writing. Tan Jia Yuh and Husaina Banu Kenayathulla (2020) believe that CBA is a tool for measuring student performance following the abolition of standardized tests in the Malaysian school system. Grammar and language arts are used as additional evidence of achievement in the process of assessing non-native speakers' proficiency in language skills. The assignment of Proficiency Levels for language skills stimulates students' interest in mastering the language arts aspect, even though this aspect is not assessed separately. Students' cognition in learning this language arts aspect can be stimulated by self-factors and external factors such as teacher instruction, use of teaching aids, and assessment requirements (Anamalai & Mohammad, 2024).

The element of teaching refers to the effectiveness of the teaching methods applied by the teacher in the classroom. Teaching is pivotal for stimulating students' learning and improved teaching includes systematic content delivery, engaging learning activities, appropriate feedback, and active student participation. However, teachers still face difficulty in delivering T&L that involves managing instruction for students with varying proficiency levels. This means that many teachers find it challenging to plan instruction that simultaneously assists the diverse proficiency levels of students within a single Malay Language teaching period. The 21st-century pedagogical practices implemented by teachers do not focus on teaching students of various proficiency levels but rather on improving students' language proficiency in general. However, this is insufficient, as not all students can easily absorb learning, given that they comprise diverse cognitive levels. This makes it difficult for teachers to plan instruction for students with varying proficiency levels, especially when the class size is large (Oyunini & Mohamad, 2023). Teachers must also understand and apply teaching methods that can nurture the different talents of students (Derong et al., 2024). Teachers play an essential role in the education system through the quality of guidance they provide to students. Nevertheless, teachers' credibility is sometimes questioned when examination results are unsatisfactory, especially in the Malay Language subject in Ipoh (Othman & Mahamod 2024).

### **Classroom-Based Assessment (CBA)**

CBA was introduced in 2019 by the former Minister of Education Malaysia, Dr. Maszlee Malek. CBA was introduced with several goals which are to diminish the examination burden at an early school age. It is also to create a fun learning culture, help teachers measure students' learning development holistically, and create equal learning opportunities for all students (MOE, 2019). This is in line with the view of Yates and Johnston (2018), who stated that the examination approach is less suitable for students today because every student has different potential and abilities.

Assessment for learning is the way for the MOE to introduce CBA in the national education system. This change aligns with global requirements that are begin to emphasize measuring student learning development more holistically. Nowadays, it focused about to improve the individual capabilities and performance (Climie & Henley, 2016). Furthermore, every student must be given equal attention and guidance in the learning process (Yates & Johnston, 2018).

Continuous assessment conducted using appropriate methods. The teacher must determine a method that is appropriate for the student's level (Hawe & Dixon, 2017). This statement reflects how the participants in this study implemented CBA. When teachers found the method used was inadequate to measure a student's learning progress, they switched to a more suitable method. Some teachers also used their creativity to implement CBA. However, the methods they employed were based on formative assessment approaches. Since CBA is based on formative assessment, the process of student learning development becomes the primary inspiration for these teachers.

Some teachers also implement CBA with a focus on student well-being and holistic development. This matter was also discussed by Hawe and Dixon (2017), who stated that student well-being is a critical aspect of CBA. This will provide a clear picture of the student's learning progress. However, only teachers teaching Malay Language and English implement this method. This is because the curriculum content of these subjects allows these teachers to implement CBA in this manner. CBA prioritizes the student's learning development process over achievement (Danielson, 2017). Overall, teachers must be sensitive to the fact that CBA was introduced to help students avoid being left behind in the learning curve. Teachers understand the purpose of CBA but have not fully realized the assessment's implementation process as intended (Arumugham, 2020).

CBA is implemented to track the effect of the stimuli, methods, and delivery provided by the teacher. The teacher's sensitivity to student needs, provision of supporting materials, and effective activities will endorse the assessment steps to be taken. According to Jacob and Parkinson (2015), assessment takes place throughout the learning process because it aims to trace and measure the development of students' learning behaviour. This implementation aligns with the concept of holistic education that pursue to develop and expand students' potential comprehensively. This shift was a shock to teachers; however, they have to adapt and adjust to it. It is clear that there are still weaknesses in CBA, as students still may not accomplish optimum results. Therefore, this study focuses on teacher issues, especially Malay Language teachers in the implementation of CBA in the learning process.

Several problems related to CBA required immediate action. These include a lack of recent publications, inconsistency among teacher. Therefore, the attitude of educators in Malaysia in implementing CBA should be focused. Accordingly, from this study aims to provide a better understanding of the CBA implementation to improve the education system, particularly for the Malay Language subject (Pilai & Kutty, 2022).

### **Multiple Intelligence Learning Strategy**

The concept of Multiple Intelligences (MI), first proposed by Howard Gardner, has shift the understanding of human cognitive abilities. Teachers' applied of teaching strategies is also influenced by their knowledge, including knowledge about students' multiple intelligences (Ahmad & Osman, 2025). Inquisitive of teachers' observation and interpretation of their students' intelligences affects their teaching practices (Gardner, 2006). Studies defined that the need for comprehensive professional development and continuous support for teachers is to enable them to effectively implement differentiated pedagogy in alignment with their students' MI profiles (Inman et al., 2022; Guskey, 2002). Studies have also shown that the accuracy of teachers' judgment in assessing their students' performance, characteristics, intelligence are influenced by observation and reference to their due to pedagogical strategies (Schnitzler et al., 2020). This indicates that teachers' ability to accurately assess student characteristics is based on their observations and diagnostic tools as well as significantly influenced by the teaching strategies they implemented. Therefore, the differentiated pedagogical approach is a suitable and student-friendly method. It is considering the diversity and differences among students in the classroom (Ahmad & Osman, 2025).

Howard Gardner's Theory of Multiple Intelligences (1983) identified eight intelligences, which were later expanded to nine intelligences. The nine intelligences consist of linguistic, logical-

mathematical, spatial, bodily-kinesthetics, musical, interpersonal, intrapersonal, naturalistic, and existential intelligence (Casper & Theilheimer, 2010). Gardner's theory transformed the traditional view of intelligence by emphasizing that individuals acquired diverse cognitive strengths beyond that than measured by IQ tests (Cavas & Cavas, 2020; Said & Munir, 2022; Syarifah, 2019). This theory has significantly given a big impact towards education, leading to the development of innovative teaching models. This model provides the individu the differences and promote varied learning experiences tailored to student suitability (Duan, 2023). Implementing the MI theory in education has shown positive effects on deep learning. It is also creating a positive learning environment. Besides that, it is also assisting the teachers to formulate teaching strategies, collaborative learning, and fairer assessment methods (Chen, 2020). By recognizing and nurturing these diverse intelligences, educators can better tailor their teaching methods using differentiated pedagogy to support the unique learning styles and abilities of each student (Ahmad & Osman, 2025).

Currently, the MI theory is one of the necessary theories to be applied in education. The MI theory explains that every human being possesses their own intelligence. The nine types of intelligence need to develop optimally from childhood because, at that age, humans experience very rapid development and form the foundation for future development (Syarifah, 2019). Through the introduction of multiple intelligences, students can learn about their strengths and weaknesses. Subsequently, students can explore the world through their opportunities and strengths (Omeri, 2015).

The differentiated teaching approach is one-way teachers can overcome the diverse needs of students in the T&L process. Teachers have not fully understood the differentiated teaching approach, and the majority have not received exposure on how to implement it in the classroom. Differentiated instruction is not widely applied in T&L because teachers lack knowledge and have not deeply understood how to implement it in class (Danial, 2020). Teachers must always be prepared to accept changes in contemporary education (Danial, 2020). Students come from different educational backgrounds, possess multiple intelligences, and live in different cultural backgrounds. Teachers need to know their students by establishing student profiles.

### **Kemmis & McTaggart Theory (1988)**

This study uses an action research design that applies the Kemmis & McTaggart (1988) model. Kemmis and McTaggart (1988) explained that for groups that have already planned an action, they can start the first step as proposed by the Lewin model. However, they believe that most groups will begin with the initial reflection stage to conduct an initial reconnaissance of a situation as a basis for planning and action. This model is shown in Figure 1.

This action research began with the reflection process carried out by the researcher. The reflection focused on the weaknesses of Malay Language teachers in T&L and assessment. This process was carried out because the researcher needed to identify the issues or weaknesses of the selected ML teachers regarding both assessment and T&L. Consequently, the researcher selected three ML teachers as the study sample. After the reflection process, the researcher planned to overcome the issues and weaknesses faced by the selected ML teachers. The Multiple Intelligence Learning Strategy (MILS) was identified as being able to narrow the gap in problems faced by ML teachers in T&L and assessment. Thus, the researcher and the team planned to implement MILS. The implementation of MILS was carried out with the selected teachers. The researcher reviewed the selected teachers' Daily Lesson Plans (RPH). The researcher then observed and monitored the implementation in the classroom. Following the classroom implementation monitoring, the researcher reflected on the study to address the issues with appropriate improvements and plan for follow-up action.

### **Limitations of the Study**

This study was conducted with selected ML teachers based on school locality, comprising both urban and rural areas, and involving multi-racial students. This study does not cover the entire state, specifically all teachers in Perak. Therefore, the findings of this study cannot be generalized, especially regarding the MI learning strategy

## METHODOLOGY

This is a qualitative study conducted to explore the application of MI learning strategies in ML T&L and how this approach can support the implementation of CBA in Perak State.

### Respondents

The data were obtained during the first working visit to the study schools. Malay Language teachers were randomly selected from three districts surrounding the Perak State Education Department. The researcher mandated the use of the Multiple Intelligence strategy and the use of Multiple Intelligence Inventory (MII) data in planning teaching and learning.

The teachers implemented the MI learning strategy in T&L. The teachers discussed with their respective school counsellors to select the dominant multiple intelligences based on the MII data of the chosen class students.

- **Teacher A** chose the dominant student multiple intelligence of Existential and selected the Content Standard for Language Arts Aspect, 4.3: *Producing creative works in prose and poetry*, and the Learning Standard, 4.3.2: *Producing seloka (a type of Malay poem) using creative ideas and beautiful, polite language*.
- **Teacher B** chose 3.4: *Writing to produce a planned piece of writing*, and the Learning Standard, 3.4.2: *Writing to elaborate on an essay paragraph critically and creatively using grammatical language*.
- **Teacher C** chose the Speaking Skills Content Standard, 1.5: *Asking and answering questions about a matter using various questions*, and the Learning Standard: *Asking and answering using open-ended questions to explore and find out about a matter politely*.

The study involved three teachers teaching Form Four (Year 10) in different schools based on locality.

### Instruments

This study implemented an interview protocols, document review, and observation. The interview protocol was constructed by the researcher to answer the research question. The document review involved the selected teachers' Daily Lesson Plans (RPH). The researchers were present for every T&L session of the selected teachers. During these T&L sessions, the researchers observed the T&L process and the assessment being implemented. This study is a pilot study for ML teachers in Perak state.

### Data Analysis

Data were analysed applying the manual thematic analysis. According to Dawson (2002), the most common and suitable analysis applied by researchers in qualitative research is based on the themes of their findings. This analysis indicates the recurring themes, from the highest to the lowest frequency. While the data of the interview protocol were triangulated with the document review and observation data.

## FINDINGS

### Malay Language Teaching

The effectiveness of T&L depends on the teacher's ability to plan T&L strategy that applicable for their students' requirement. In the context of ML education, the application of teaching aids based on Multiple Intelligence Inventory (MII) theory has been identified as an essential strategy to enhance students' engagement and understanding. The teachers adapt the methods and teaching aids according to students' multiple intelligences, such as linguistic, kinesthetics, existential, and others. In their T& L process. Therefore, this study examined the teacher's approach to implement the instruction by integrating teaching aids. This approach that align with students' various intelligences as well as promoting an active engagement and meaningful learning.

The findings indicate that the provided teaching aids were suitable for students' multiple intelligences.

- **Teacher A** stated that "the selection of teaching aids follows the MII, and I link it to the T&L theme. For example: many are verbal-linguistic, so the quiz is conducted verbally. For the existential, the Q&A is in groups (newspaper clippings)".
- **Teacher B** stated that "If creating a *seloka*, it is divided into restricted or open. For kinesthetic students, a restricted *seloka*. For verbal, an open *seloka*. For existential, an open *seloka*. The process is differentiated, and students are given autonomy to make choices".

### **Classroom-Based Assessment (CBA)**

According to Hazri Jamil (2003), an examination-oriented system places more emphasis on the ability of students to express what they have learned. Superficially, students are considered to have mastered a subject, but in reality, most students only memorize and fail to engage in high-level cognitive thinking in learning. The role of the teacher should change from a source and provider of information or knowledge to a new paradigm where the teacher's role is more inclined towards being a facilitator who guides students in their noble effort to construct meaningful knowledge. In reality, an effective, engaging teaching approach through reading must be explored. Teachers should be proficient in various types of teaching approaches, methods, and techniques so they can be adapted to the lesson content and should always be responsive, thoughtful, responsible, calm, and confident during instruction. The T&L method for a subject need to attract students' interest and challenge their abilities. This criterion is crucial for making T&L more innovative and creative to develop students' critical and creative minds, in line with curriculum renewal and the changing culture of learning and teaching in the modern information age.

The findings state that teachers are able to determine assessment methods and instruments suitable for students' multiple intelligences.

- **Teacher A** stated, "If assessing speaking, we look at student presentations and group activities. Additionally, for the written method, I assess students' work. I also conduct observation during discussions to prepare presentation materials".
- **Teacher B** stated, "Based on observation, students are more active, enjoy it, and share similarities with each other".

### **Multiple Intelligence Learning Strategy**

Multiple Intelligence Learning Strategies play a vital role in educational assessment, particularly in language teaching and learning. The teachers are able to apply their teaching methods and assessment strategies to enhance learning outcomes based on their students' intelligences. This approach fosters engagement as well as promotes a more inclusive educational environment.

The findings indicate that teachers are able to plan the activities in the Daily Lesson Plan (RPH) according to students' multiple intelligences. The teacher stated, "The activities in the class pursue according to the student's Multiple Intelligence Inventory (MII). So, the accurate MII encourage the students enjoy implementing the T&L activities".

## **DISCUSSION**

### **Malay Language Teaching**

These findings are consistent with Norlela Ahmad & Shamsudin Othman (2020), who found that the recreation element creates a fun learning environment that leads to active student engagement. The activities that stimulate various student intelligences, particularly musical, interpersonal, kinesthetics, and others. The findings that the enjoyment element involves in verbal-linguistic, kinesthetics, and existential intelligences. This is due to the analysis only considered the MII data of the students studied. Additionally, the findings of Anamalai & Mohammad (2024) also state that students' cognition in learning

the language arts aspect can be stimulated by self-factors and external factors such as teacher instruction, use of teaching aids, and assessment requirements. The MI theory applied to T&L in the language field shows that different intelligences can influence the effectiveness of teaching methods in foreign language acquisition (Derakhshan & Faribi, 2015).

### **Classroom-Based Assessment (CBA)**

These findings align with Peng (2011), who stated that students respond to teacher instruction that uses the MI method. Teachers, as facilitators and mentors, are encouraged to identify their own multiple intelligences to easily guide students as mentees. Teachers can involve all students and tailor activities to their talents and abilities. In CBA practice, teachers are encouraged to construct, analyze, and conduct self-assessment before comparing the assessment results with the teaching content (Amrita, Noman & Rosna, 2018). This is because this assessment is capable of providing immediate feedback to students regarding their achievement. Furthermore, teachers are able to evaluate the level of T&L effectiveness (Rabi & Haron, 2024).

### **Multiple Intelligence Learning Strategy**

The application of MI strategies encourages educators to shift their focus from measuring academic ability to developing the full potential and thinking skills of all students. This is aligning with the National Philosophy of Education in Malaysia. Furthermore, MI-based activities are found to positively connect with specific language skills. Thus, the studies demonstrate a strong relationship between MI and Language Learning Strategies as well as MI-based instruction. This showed that MI strategies improved students' vocabulary mastery and writing abilities (Mello, Ariffin, Ibrahim, Husin, Omar, & Ishak, 2024). Moreover, the underutilization of intelligences like Musical and Naturalistic in the classroom is often linked to the fact that they are not typically included in the official assessment scale. This highlights a major research finding: assessment practices are constraining pedagogical innovation. To fully realize MI benefits, CBA must explicitly value and measure all intelligences.

### **CONCLUSION**

A teacher who is sensitive to the effectiveness of student learning, comprising various multiple intelligences, is a knowledgeable teacher. The knowledge they possess is the pedagogical skill that must be mastered to ensure no student is left behind in gaining knowledge fairly and equally. Therefore, whatever form of instruction can help improve students' language skills, especially in the ML subject, teachers must strive to enrich their pedagogical skills (Oyunini & Mohamad, 2023).

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### **CONFLICT OF INTEREST**

The authors declare no conflicts of interest

## AUTHORS CONTRIBUTION

**Author 1.:** Conceptualization, Methodology, Software. **Author 2.:** Data curation, Writing- Original draft preparation. **Author 3.:** Visualization, Investigation. **Author 4.:** Supervision.

## AVAILABILITY OF DATA AND MATERIALS

Data available within the article or its supplementary materials.

## DECLARATION OF GENERATIVE AI

The authors declare that no generative AI was used in the writing of the manuscript.

## ETHIC STATEMENTS

Not applicable

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