

Improving Linguistic Intelligence and Interpersonal Intelligence of Trilogi University Students through Online Learning using Breakout Room Menu in Zoom Application

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Abstract

The purpose of this study is to explain that by applying online learning using the breakout room menu on the zoom application, it can increase linguistic intelligence and interpersonal intelligence of 2nd semester students of the Trilogi University elementary school teacher education study program. This research was conducted in the course of the development of the characteristics of elementary school students with research subjects totaling 17 heterogeneous students. The type of research used is classroom action research. The research consisted of two cycles. Each cycle has four stages, namely, planning, implementation, observation and reflection. In the second cycle, innovation was carried out in the form of applying the break out room menu to learning. Data collection was carried out using observation, interview, documentation and questionnaire methods. The results of the study showed that the increase in students' linguistic intelligence was evident from the increase in student activeness in raising questions increased by 75%, student activeness in answering questions increased by 94%. In addition, the ability of students to convey the conclusion of learning outcomes increased by 100%. What is more, the increase in students' interpersonal intelligence through group assignments with the breakout room menu makes students more open and actively participate in their groups to express their opinions, and improve friendships among fellow students. It can be concluded that the application of online learning using the breakout room menu in the zoom application can effectively improve students' interpersonal intelligence and linguistic intelligence. Another advantage of this learning process is that it is more efficient in terms of operational costs and time, because students do not need to go to campus and can learn from anywhere. In addition, lecture activities are also recorded, so they can be studied repeatedly according to student needs.

Keywords: Linguistic Intelligence, Interpersonal Intelligence, Online Learning, Zoom Application

Introduction

Students are the next generation of the nation who have a significant role in the development and progress of the nation in the future era. The quality of human resources that is expected to be realized is those who have the ability in adequate knowledge, adequate skills and have a good attitude. Being a human being who is able and willing to adapt and establish good social relationships in life. Someone who is independent and strong and does not give up easily in facing every test he faces. This is in accordance with the objectives of education based on the National Education System Law number 20 of 2003, namely, "developing abilities and shaping the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

The achievement of these national education goals can be realized through the implementation of a quality and meaningful learning process. In addition, it is also important to provide a pleasant learning process in accordance with the characteristics and growth of students. The multiple intelligences aspect is an important consideration in carrying out learning activities (planning learning activities by choosing the right media and methods, implementing student centered learning-based learning activities, and evaluating learning activities).

Based on the theory put forward by Gardner, 1989 states that, every human being has nine types of intelligence that exist in him. These intelligences are linguistic, logical mathematical, visual spatial, kinesthetic, interpersonal, intrapersonal, musical, naturalist and existential. According to Gardner (2003), every human being has at least three intelligence tendencies. If these aspects are optimized through meaningful learning activities and daily activities, the child will be able to get the best end result earlier.

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Someone is said to be intelligent, if they have two competencies, namely being able to solve problems and being able to create something (Gardner, 2003). Multiple intelligences characterize the concept that all intelligences are different, but all are equal. In this sense, no intelligence is better or more important than another (Gardner, 1993; Hine, 2003; Armstrong, 1993; 1996). All the intelligences that humans possess are not exactly equal in degree. All intelligences can be explored, cultivated, and optimally developed.

There are many indicators of intelligence within each intelligence. With practice, one can build on the strengths of one's intelligence and minimize the weaknesses. All the different intelligences work together to realize the activities that humans do. One activity may require more than one intelligence, and one intelligence can be used in multiple fields (Gardner, 2003).

Linguistic intelligence is the ability to express thoughts through speech, behavior and action. In other words, expressing knowledge with words and language. The characteristics of students who have linguistic intelligence include (1) speaking well and effectively, (2) tend to be able to influence others through words, (3) like and are good at telling stories, (4) are skilled at listening and like to play language, (5) quickly capture information through words, (6) easily memorize words, (7) have a relatively large vocabulary.

By having interpersonal intelligence, a person is able to understand and interact with others effectively, and allows us to understand and communicate with others, maintain relationships, and know various roles in groups. Learning strategies that can be applied to develop this intelligence are: (1) group work, (2) group study, (3) cooperation, (4) negotiation, and (5) conflict management.

In living this life, competence is needed in the form of speaking and communication skills both orally and in writing. In addition, it is also very necessary to be able to interact, adapt and get along with fellow humans, both younger, peers, and elders. Both types of intelligence are a perfect blend and can help students to have a good and prosperous life in the future.

In 2019 Indonesia was hit by the covid 19 outbreak. That's when Trilogi University started implementing online learning. The first platforms used at that time were siakad and moodle. Furthermore, we were introduced to a platform that supports learning with video conferencing through the zoom online meeting application. Until now, online learning is still implemented at Trilogi University. Learning is carried out in a hybrid manner, namely online and offline.

Technology is one of the factors that play an important role in the quality of the learning process. Technology is a supporting medium that can optimize the quality of learning, making learning more interesting, effective and efficient. For example, we can use multimedia learning that contains material explanations in the form of text/ writing, sound and images. Then

learning will save time and help students to understand the material more easily. The use of this technology is very helpful, especially during online learning. One of the platforms that can be used in online learning for free includes zoom, google classroom, Microsoft 365, google meet, quizizz, and others.

Based on the researcher's experience, learning using the zoom application is one of the best choices, because through this platform, lecturers can still interact and meet virtually with students. Lecturers can teach through direct instruction models or other models such as problem-based learning. The advantage of the zoom application compared to other video conferencing applications such as google meet is, in the zoom application there is a menu that break out room. That is a menu that can divide large classes into small groups. In these small groups, students can discuss more intensely and intimately with their group members. Lecturers can still monitor the performance of each room. Based on the results of interviews on March 2, 2023 and questionnaires, this learning activity is one of the types of learning activities that students like the most.

It can be concluded that this condition is very urgent and important to conduct research with the title, "improving linguistic intelligence and interpersonal intelligence of Trilogi University students through online learning using the breakout room menu in the zoom application".

Problem Formulation

1. How to improve linguistic intelligence and interpersonal intelligence of Trilogi University students through online learning using the breakout room menu in the zoom application?
2. Can the implementation of online learning using the breakout room menu in the zoom application increase the linguistic intelligence and interpersonal intelligence of Trilogi University students?

Research Objectives

1. Explain efforts to improve linguistic intelligence and interpersonal intelligence of Trilogi University students through online learning using the breakout room menu in the zoom application.
2. Explaining that by implementing online learning using the breakout room menu in the zoom application can increase the linguistic intelligence and interpersonal intelligence of Trilogi University students.

Research Method

The method used in this research is classroom action research (Kemmis and Mc Taggart, 1998). The research was planned to be conducted in two cycles. Each cycle consists of four stages including: planning, implementation, observation and reflection.

The subjects of this study were students of Elementary School Teacher Education Study Program of

Trilogi University who were in the 2nd semester with the course of Development of Characteristics of Elementary School Students. The research subjects totaled 16 students, heterogeneous consisting of 2 men and 14 women.

Each cycle was carried out in stages: (1) observing learning activities, analyzing the characteristics and interests of research subjects, as well as shortcomings and obstacles in learning activities. Furthermore, researchers plan corrective actions by making lesson plans that are more innovative and solutive. (2) Implementing learning activities in accordance with the lesson plans that have been made. (3) Observing the implemented learning activities. (4) Analyzing the strengths and weaknesses during the learning process, both in terms of media, models, methods, time and achievement of learning outcomes. Then make existing notes as material for improvement to be implemented in the next cycle. Data collection at each step was carried out using various methods, namely observation, interviews, documentation and questionnaires.

Results and Discussion

Overall, online learning activities using the zoom application with the breakout room menu run smoothly and fun. Learning activities for the development of learner characteristics course last for 100 minutes and are conducted online.

The planned learning activities are tailored to students' multiple intelligences. From the results of observations and interviews, it can be concluded that more than 70% of students tend to have linguistic and interpersonal intelligence.

Learning in cycle 1 was conducted with a teacher centered approach through the application of the direct instructional model. The following is the description:

Cycle 1:

Cycle 1 was carried out once a meeting with 2 hours of lessons (2 x 50 minutes = 100 minutes). On Monday, April 3, 2023. Researchers carried out cycle 1 by making action plans, as for the details are as follows:

a. Planning

At this stage the researcher carries out learning planning activities, namely, (1) making lesson plans in accordance with the existing semester lecture plan. (2) prepare materials, media and supporting learning resources such as books, journals, and material power points. (3) assessment sheets for the achievement of learning outcomes (tests, observations, and questionnaires). (4) Ensuring the zoom device can be used as needed.

b. Implementation

At the implementation stage, researchers carry out learning activities for the development of the

characteristics of elementary school age students in accordance with the lesson plan that has been made. Learning activities began with prayer and continued with ice breaking by singing a song on Sunday. Furthermore, the researcher conveyed the arrangement of learning activities that would be carried out to students.

Learning is done online by zoom. The researcher explained the material with power point media. The material discussed was about "Cognitive Development of children aged 0-15 years". Furthermore, the researcher gave students the opportunity to ask questions about the material they did not understand. There were 3 students who asked about cognitive development disorders, as well as nature and nurture factors in child development. In learning activities from the beginning to the end, only 4 students activated the camera. In discussion activities, there were 6 students who actively answered questions from lecturers verbally. At the end of the learning activities, there were 12 students who conveyed the conclusions of their learning outcomes through the chat column.

During learning activities, it appears that students' language intelligence has developed through the process of discussion, question and answer with lecturers and peers in classical discussions. However, the level of achievement of learning objectives was only successful for a minority of students, which was less than 50%. Students' interpersonal intelligence developed, but not optimally. Students discuss with lecturers and peers through a classical discussion process.

c. Observation

In the next stage, the researcher observed the development of linguistic intelligence and interpersonal intelligence of students through observation during learning activities. In learning activities, students were not fully active in the learning process. The description of the observation results is as follows:

Table 4.1 Cycle 1 Observation Results

Description	Cycle 1	Achievement
Number of students who activate the camera	4	25%
Number of students who actively ask questions	3	19%
Number of students who actively answer questions	6	37%
Number of students who convey conclusion	12	75%

The questionnaire data also showed that 8 students (50%) stated that they prefer learning with a student centered approach, they want to be involved in constructivist active-based learning activities. 10 people stated that they were not confident to convey their ideas/thoughts in a large forum.

d. Reflection

Based on the results of planning, implementation and observation in the first cycle, it can be concluded that the process and results of developing linguistic intelligence and language intelligence of students are less than optimal. This is supported by the low achievement of the implementation results, namely, (1) only 25% of students activate the camera during the learning process, (2) only 19% of students actively ask questions, (3) 37% of students actively answer questions and (4) 75% of students convey the conclusion of learning outcomes.

Based on the conclusion that the results achieved were not optimal. So the researcher felt the need to do cycle 2 to improve the planning and implementation process, so that it is expected to obtain more optimal results. Deficiencies in cycle 1 were used as a source of reference for improvement in cycle 2.

Cycle 2

The second cycle was carried out 1 meeting with 2 lesson hours 2×50 minutes = 100 minutes. On Monday, April 10, 2023. Deficiencies in the first cycle are the main considerations in the implementation of the second cycle.

a. Planning

The planning stage in the second cycle was carried out more carefully and systematically. Deficiencies in the first cycle were taken into consideration as improvements in this cycle 2.

The stages carried out are: (1) making lesson plans in accordance with the existing semester lecture plan. (2) Prepare materials, media and supporting learning resources such as books, journals, and power point materials, and questions. (3) Assessment sheets for the achievement of learning outcomes (tests, observations, and questionnaires). (4) Ensuring the zoom device can be used as needed.

The researcher conditioned the students to do a classical presentation. Furthermore, the researcher divided 16 students into 4 groups through the use of the break out room menu.

b. Implementation

At the implementation stage, researchers carry out learning activities for the development of the characteristics of elementary school age students in accordance with the lesson plan that has been made. Learning activities began with prayer and continued with ice breaking "water melon and banana". Furthermore, the researcher conveyed the arrangement of learning activities that would be carried out to students.

The researcher gave a quiz related to the material that had been studied last week, namely about Cognitive Development aged 0-15 years. Furthermore, students

who have been assigned, deliver their presentation material. Other students were given the task of recording the important points of the results of the presentation. The presentation was done for 20 minutes.

The researcher gave the next instruction, which was that students would work together in small groups. Each group will get 1 question to discuss and answer. Then each group returned to the main room and conveyed the results of their discussion, related to the answer to the question. After all was clear and understood, the researcher divided 16 students into 4 groups, with each group consisting of 4 people through the breakout room menu. The division of groups was done heterogeneously. In small group discussion activities, researcher observed the course of the discussion activities. Each group chose one person as group leader who led the discussion process, there was one person appointed as secretary in charge of recording the results of the discussion, and 2 other members were responsible for finding materials and reference sources to answer questions.

It can be concluded that all students worked actively in each group. All were actively looking for answers and discussing. The facial expressions of all students also looked brighter and more radiant. Everyone had the courage to speak and express opinions, and interpersonal relationships among fellow students became better. They can joke with each other with fun. They looked more familiar and joked with each other.

In the learning activities 14 out of 16 students have activated the camera. 12 students actively asked questions to their friends and to the lecturer during class discussion. 15 students also actively contributed to answering questions during discussion activities. In addition, all students had the courage to convey conclusions understood from the learning process that had been carried out orally. This shows an improvement in the quality of the learning process and outcomes in cycle two.

c. Observation

In the next stage, researchers observed the development of linguistic intelligence and interpersonal intelligence of students through observation activities during learning activities. In learning activities, more than 70% of students are active in the learning process. The description of the observation results is as follows:

Table 4.2 Cycle 2 Observation Results

Description	Cycle 2	Achievement
Number of students who activate the camera	14	87%
Number of students who actively ask questions	12	75%
Number of students who actively answer questions	15	94%
Number of students who convey conclusion	16	100%

The questionnaire data also showed that all students (16 people) stated that they enjoyed learning using zoom media with the break out room menu. The results of the questionnaire stated that, (1) students are happy to get to know their friends with each other, talk directly and discuss, (2) the level of confidence in communication is increasing, because they feel the support of their friends, (3) learning feels easier and more fun, because there is a sense of mutual support and cooperation among fellow group members, and (4) learning is more exciting and fun. The use of the media is also proven to improve students' linguistic intelligence and interpersonal intelligence. There is a good communication and interaction process between students and lecturers, as well as students with students. They look more confident and excited in the learning process, after the discussion in small groups.

d. Reflection

In the second cycle, there has been an improvement in the quality of the learning process that has a positive impact on the development of linguistic intelligence through presentation, discussion, and question and answer activities, both in small groups using the break out room menu, and in large classes classically in the main room on the zoom application. In addition, the questionnaire data also showed the success of the learning process by obtaining positive testimonies from all students.

Data Analysis

Activities in the second cycle showed an increase in linguistic intelligence and interpersonal intelligence of students in the development of learner characteristics course by applying the zoom application with the break out room menu. Students are actively involved in thinking critically and systematically through the discussion process in small groups of 4 people. They take turns conveying their thoughts and ideas verbally to their fellow group members. Furthermore, the results of the answer agreement were conveyed to all students and lecturers classically. This condition illustrates that students have good learning motivation. This is in accordance with (Santrock, 2017) which states that learning motivation is a condition in humans with full energy to carry out learning activities.

The existence of learning motivation is supported by the fulfillment of basic human needs from a humanistic perspective according to (Maslow, 1943), namely physiological needs, security needs, needs to be loved and a sense of belonging, and self-actualization needs. Students feel that they have been given space and trust through discussions in small groups through the breakout room menu. They are given space to actualize themselves to communicate, convey their ideas, opinions and ideas to their group members. Furthermore, they were given the opportunity to actualize themselves in a larger forum, namely classical presentations and discussions.

Through these learning activities, it can also be concluded that students have multiple intelligences, one of which is language intelligence and interpersonal intelligence. Students' language intelligence develops through the process of reading, listening and speaking. The speaking process is obtained through presentation, discussion and question and answer activities. Interpersonal intelligence develops through discussion activities in small groups and presentations.

According to Gardner (1993) humans are said to be intelligent if they are able to solve problems and produce something new. So through the process of discussion, problem solving and finding answers and the courage to communicate answers from students is evidence that these competencies have been achieved. This is obtained through a collaborative, communicative, fun and constructivist learning process.

Complete data on the increase in the achievement of learning outcomes of second semester students of the Trilogi University elementary school teacher education study program in the course of developing the characteristics of elementary school age students in cycles 1 and 2 are presented in table 4.3 below:

Table 4.3 Comparison of Indicators of Success in Cycles I and II:

Description	Cycle 1	Cycle 2	Achievement
Number of students who activate the camera	4	14	87%
Number of students who actively ask questions	3	12	75%
Number of students who actively answer questions	6	15	94%
Number of students who convey conclusion	8	16	100%

Based on the data in table 4.3, we can explain that there has been an increase in each aspect, namely (1) the number of students who activated the camera increased from cycle 1 of 4 people to 14 people in cycle 2 (87% achievement level). (2) an increase in the number of students who asked questions, from 3 people in cycle 1 to 12 people in cycle 2 (75% achievement level). (3) the number of students who actively answered questions during the discussion increased from 6 people in cycle 1 to 15 people in cycle 2 (94% achievement level). (4) The number of students who actively conveyed the conclusions of learning outcomes was 8 people in cycle 1 and rose to 16 people in the second cycle (100% achievement rate).

The conclusion is that students' language intelligence and interpersonal intelligence increased in cycle 2. This proves that a series of learning activities in cycle II have shown good results and in the learning process of the development of the characteristics of elementary school students in second semester students of the elementary

school teacher education study program at Trilogi University.

A. Conclusion

1. The implementation of online learning using the breakout room menu in the zoom application in the development of characteristics of elementary school students is carried out by applying several methods, such as presentations, discussions in small groups and classical questions and answers. Students looked happy during the learning process, and this had a significant effect on the quality of the process and student learning outcomes.

2. The implementation of online learning using the breakout room menu in the zoom application in the development of the characteristics of elementary school students runs smoothly. There has been an increase in students' interpersonal intelligence and linguistic intelligence significantly.

B. Suggestions

1. Other researchers, develop research by applying zoom media and breakout room menus to the implementation of online learning because it is proven to achieve good results to develop linguistic intelligence and interpersonal intelligence of students.

2. Students, dare to get out of their comfort zone, be open to something new and interested in continuing to learn and improve their competence.

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