STRENGTHENING CHARACTER VALUE THROUGH LEARNING TO READ BASED ON MULTIPLE INTELLIGENCES: Context Analysis, Principles, and Alternative Implementation Strategies

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Abstract

Reading is the key to unlock students' knowledge and insight. Good reading skills in students will allow students to develop themselves to the maximum so that character strengthening occurs. Unfortunately, the reading ability of students in Indonesia when viewed from various research data is still far from expectations. Indonesia was ranked sixth from the bottom or position 74 in the 2018 Program for International Student Assessment (PISA) assessment, which evaluated 600,000 15-year-old students from 79 nations. In the meantime, the Industrial Revolution 4.0 and the Society 5.0 eras had an impact on the phenomena of disruption in numerous spheres of life so that the younger generation's features also underwent a change, particularly what happens in the millennial generation. This literature review research provides insight into the innovation of reading learning based on multiple intelligences (MI) that: (1) urgent context is to support teachers in exploring and developing intelligence and optimally stimulating students' dominant intelligence by integrating subjects in information gathering and practicing reading and writing more effectively. proficient, (2) the fundamental idea is to encourage students to become critical and creative readers and writers by utilizing a variety of reading resources, and (3) the format is scientific learning by utilizing a number of reading strategies that have been scientifically shown to be successful. It is advised that teachers try this tactic, if necessary, keeping in mind the context and fundamental ideas.

Keywords character education, class-based, learning to read

1 INTRODUCTION

Strengthening character values is based on nine priority agendas (Nawacita) related to the responsibilities and functions of the Ministry of Education and Culture, particularly Nawacita numbers 5, 6, 8, and 9. These agendas include implementing a national character revolution, fostering diversity, and strengthening Indonesia's social cohesion (Sutrianto et al, 2016:22). Character change in the country and strengthening of social restoration is needed because of the multidimensional crisis, including moral deviations such as: free sex, student brawls, speeding on the road, drug use, liquor, gambling, corruption cases, robbery, suicide bombings, and terrorist. Meanwhile, Indonesia was ranked sixth from the bottom, or rank 74, in the 2018 Program for International Student Assessment (PISA) assessment, which evaluated 600,000 15-year-old students from 79 nations for the reading ability category. The average score for Indonesia was 371, which was at under Panama which has an average score of 377.

This condition reflects that the need and ability to read the Indonesian people as the initial foundation for character building is still very low. Therefore, to create so that people have a need for books, literacy must continue to be created. This creation is in line with the Dakar agreement (Global Monitoring Report, 2006) on Literacy for Life that literacy is the right of all human beings not only for moral reasons, but also to avoid the loss of human potential and economic capacity which is the fundamental essence of character education. This condition also reflects that various problems that

arise in education that are not yet strong in humanity will weaken the nation's personality. Character refers to aspects of personality that are assumed to be a product of learning and interacting with the environment. This definition is different from the term "temperament" which refers more to genetics determined by inherited traits. To strengthen the character of students, learning innovations need to be carried out so as to foster teacher creativity in choosing and determining the learning strategies needed by students. The evaluation tool also includes all areas of competency as demanded by students and is not just focused on testing cognitive characteristics. Additionally, it can present chances for group collaboration, locating and assessing research resources, and lifelong learning [20]. Students will actively participate in a variety of learning activities through an investigation project or by taking into account their academic standing and the extent of their experience conducting investigations or conducting the research process [35]. This will give them the chance to display a variety of skills. It is anticipated that the educational process will be able to fully develop student competencies.

Strengthening character through MI-based reading learning innovation allows students to acquire complete skills. Learning will take place comprehensively that can reach various forms of intelligence both affective, cognitive, and psychomotor. The innovation of learning to read also opens up opportunities for the use and integration of technology. Thinking abilities, language proficiency, and material substance mastery must be combined or synergized [33]. Gardner's main MI ideas imply that all intelligences collaborate in various ways to process and reproduce the necessary information.

[23] ensures that given the empirical findings to date, it would seem that an effective strategy for teaching for and about thinking in schools and professional development programs must incorporate methods for fostering intellectual character rather than focusing solely on enhancing cognitive abilities. Strengthening character through MI-based reading learning innovation allows students to acquire complete skills. Learning will take place comprehensively that can reach various forms of intelligence both affective, cognitive, and psychomotor. The innovation of learning to read also opens up opportunities for the use and integration of technology. Thinking, language abilities, and material substance mastery must be combined or synergized [33]. Gardner's main MI ideas imply that all intelligences collaborate in various ways to process and reproduce the necessary information. The ability of students to process material substances gathered from diverse subjects (content areas) and materialize their thoughts through language activities is fundamentally what is meant by the term "mathematical intelligence." The essence of the material so remains as a mass of less significant material without passing through a critical, creative, and thorough thought process.

It is evident from the description that teaching students to read using the notion of multiple intelligences has a strategic place in educational institutions. Students need reading-thinking-writing-speaking, which is a component of linguistic intelligence, to finish their education, continue their studies, get ready for the workforce, and learn throughout their lives in society. Therefore, it makes sense if character development in schools is based on MI-based reading learning. This entails the growth of the student's self-potential to have spiritual strength, self-control, intelligence, personality, and a high moral code, as well as the development of the skills required by him and the community that the teacher has designed based on reading, thinking, and writing activities and the related activities that usually accompany them, such as discussing, solving problems, develop activity proposals, research and report them. This position prompted the author to conduct research through this literature review. [27] the ability to solve problems or produce goods that are valued in one or more cultural contexts is what is meant by intelligence. He further divides intellect into eight categories, including:

(1) Verbal and linguistic Intelligence

Sensitivity to the sounds, structure, meanings, and functions of words and language is one of the essential elements of linguistic intelligence. [27], [3] Students with high levels of this intelligence enjoy to read, write, tell stories, and play word games. They also think in words. Therefore, we must offer books, recordings, writing instruments, paper, diaries, discussion, debate, and stories.

(2) Mathematical-Logical Intelligence

Sensitivity to the ability to recognize logical or numerical patterns, as well as the capacity to manage lengthy chains of reasoning, are among the key traits of logical-mathematical intelligence. Students with high levels of this intelligence reason when they ponder. They enjoy experimenting, asking questions, solving logical conundrums, and calculating. As a result, they require tools for experimentation, science supplies, toys, and trips to planetariums and science centers.

(3) Spatial Intelligence

It is the capacity to conduct changes on one's initial perceptions and to appropriately interpret the visual-spatial reality. Students with high levels of this intellect adore designing, drawing, imagining, and doodling. Additionally, for learning, they require art, Legos, videos, movies, slides, activities that require imagination, mazes, puzzles, illustrated books, and visits to art museums [3].

(4) Musical /Rhythmic Intelligence

According to [3], having musical intelligence includes being able to produce and appreciate rhythm, pitch, and timbre as well as having an appreciation for various musical expressiveness styles. Students with high levels of this intelligence enjoy singing, whistling, humming, tapping their feet and hands, and listening. They also think through rhythms and melodies. They require sing-along sessions, concert outings, musical activities at home and school, and musical instruments for instruction.

(5) Bodily/Kinesthetic Intelligence

This intelligence, according to [27], is the capacity to use the entire body or specific body components in problem-solving or product production. Students with high levels of this intelligence enjoy dancing, running, jumping, building, touching, and gesturing. They also think through somatic experiences. They require active play, theater, building, athletics, physical activity, tactile encounters, and hands-on learning.

(6) Interpersonal Intelligence

Interpersonal intelligence, according to [53], is the ability to comprehend the intents, motives, and interests of others. Students with high levels of this intellect adore leading, organizing, relating, influencing, mediating, and partying. They also think by bouncing ideas off other people. They require friends, social interactions, group activities, community outings, clubs, and apprenticeships.

(7) Intrapersonal intelligence

Intrapersonal intelligence, according to [3], is the capacity for self-awareness and the capability to access one's inner feelings, values, and beliefs effectively. Students with high levels of this intelligence are goal-oriented and enjoy establishing objectives, meditating, imagining, planning, and reflecting. They require private spaces, alone time, self-paced projects, and a variety of learning options.

(8) Naturalistic Intelligence

[27] asserted that naturalistic intelligence included the capacity for humans to discern between different living objects as well as to arrange, recognize, and categorize them (e.g. plants, animals). Students who possess a high level of this intellect are fascinated by nature and its forms, enjoy taking care of animals, gardening, playing with pets, and caring for the environment. They require access to the outdoors, chances to engage with animals, and tools to study nature (e.g., magnifying glasses, binoculars).

According to [3], the MI theory has four main tenets: (1) Everyone possesses all eight forms of intelligence; (2) most people can cultivate each one to a sufficient level of competence; (3) these forms of intelligence frequently interact in complex ways; and (4) there are numerous ways to be intelligent within each category. All eight intelligences are present in every kid, and they can all be developed to a degree of competence that is acceptable, but children begin to show what Howard Gardner refers to as "proclivities" (or tendencies) toward particular intelligences at a very young age. *Research Question*

"How is the innovation learning reading based on multiple intelligences (MI) applied for strengthening characters at schools?" this paper aims to provide explanationon the innovation learning reading based on multiple intelligences (MI) applied for strengthening characters at schools.

2   METHODOLOGY

This study uses a literature review research design. The research design was chosen based on a number of considerations. First, regarding the context and principles of using MI theory as the basis for learning development, it is believed that it can be revealed through a search for thoughts in the literature, both printed and presented in online networks. Second, regarding the application of MI

theory as a basis for learning development, it can also be found in various literatures, both in the form of research results and ideas of experts. Third, technically, the author will take advantage of the available literature, considering: (a) The library data is available for usage, the author is interacting directly with the text, and the library data's condition is not constrained by time or place (Zed, 2008).

In its realization, literature Review research is conducted by critically and thoroughly examining pertinent library resources. When conducting a literature review, data or information is gathered from numerous library sources. A new theoretical framework can be built using library items as a starting point, and they can also be used as a foundation for problem solving.

The research's data are spoken presentations that include details regarding the MI theory as the basis for developing learning innovations for character strengthening, both regarding the background or context, the underlying principles and alternative forms of character strengthening learning strategies in schools. The data was obtained from sources in the form of books, scientific journals, and articles, both printed and presented in online networks. The data sources are selected based on the following considerations: (a) the credibility of the owner of the idea or publication (the author or institution), (b) the accuracy of the source, especially regarding its novelty, detail, and completeness, (c) objective, balanced and acceptable, and (d)) availability of complete information on data sources for tracking and communication [32].

Data analysis was carried out in three steps, namely the preparation, analysis, and conclusion steps. First, the preparation step. The preparatory step is carried out to prepare everything needed for smooth analysis and conclusion activities. The activities carried out in the preparatory step are: (a) determining the themes of the analysis by adhering to the problem formulation, (b) developing an analysis matrix according to needs, and (c) coding the reduced data. Data reduction is also part of the analysis activity [42]. To perform data analysis, a data analysis matrix was prepared. The data analysis matrix contains five columns, each containing the formulation of the problem, quoted data, analysis results, provisional conclusions, and notes. The results of the analysis were obtained through critical, creative, reflective, and predictive thinking activities on the selected data. Furthermore, based on the results of the analysis, conclusions are drawn.

Second, the analysis step. The activities of determining the theme, developing the analysis matrix, and reducing the actual data are also part of the qualitative data analysis activities (initial analysis). Therefore, in this analysis step further analysis is carried out. The activities in the analysis step are: (a) presenting or entering the reduced data into the analysis matrix, (b) combining the reduced data obtained from various sources and different data collection techniques, (c) with an analytical mindset of data analysis activities (advanced analysis) was carried out, and (d) presented the results of the analysis.

Third, the conclusion step. The conclusion step is the end of the analysis activity. Considering that qualitative data analysis activities are continuous, repeated, and continuous efforts, the conclusion of the analysis results is inseparable from the data reduction and presentation stages above. Furthermore, an important activity in drawing conclusions is to formulate propositions that depart from the results of the analysis that has been carried out. The propositions are statement ideas that reflect the findings. The conclusions reached are then verified by juxtaposing these conclusions with the recorded data.

3 FINDING AND DISCUSSION

The In line with the problem's formulation, the study's findings are provided in three main themes, namely (a) the context of making MI theory-based reading learning innovations to strengthen students' character values, (b) the principles underlying the use of MI theory-based reading learning to strengthen students' character, and (c) a form of character strengthening strategy through MI theory-based reading learning innovation.

3.1 The Context of Making MI Theory-Based Reading Learning as Character Strengthening in Schools

There are at least four contexts that can explain why reading learning based on the theory of multiple intelligences is used as the basis for strengthening character in schools. First, the development of the world is always accompanied by the emergence of new generations in every span of time, such as Generation Y (Gen Y)/Gen Net/Millennials and Generation Z who tend to rely on technology to think creatively and openly and like rigid rules. Therefore, special direction is needed to understand ethics in social life. The existence of each generation implies

distinctive characteristics and special traits that must be understood by educators in every educational institution.

Second, one of the efforts to improve independent character education in schools is the implementation of reading learning based on Multiple Intelligences (MI) intelligence. The development of multiple intelligences or multiple intelligences in students as well as the involvement of relevant elements of technology in reading is expected to be able to realize educational programs that are in accordance with the times and global challenges. Character components (knowledge, attitudes, and actions) also have varied relationships with various intelligences. Third, reading learning based on multiple intelligences can strengthen the character development movement that allows students to be valued as unique individuals, differing from one another in their interests and intelligence.

Fourth, enabling MI-based reading learning designed by teachers can encourage students to more easily relate subject matter to one another and character strengthening is also easier to realize. The pattern of integration with reading material with several subjects will give students space to express according to their intelligence. For example, students with verbal-linguistic and logical-mathematical intelligence have a high character on moral-knowing.

3.2 Principles of Using MI Theory in Learning to Read as a Base for Strengthening Character

The principles that are used as the basis for MI theory-based reading learning as character strengthening in schools can be put this way. First, depending on their needs, kids' access to reading materials and the building of communication differ. Based on MI theory, learning to read really conditions students to be willing and able to access a variety of reading materials and learning will take place comprehensively that can reach various forms of activity, both affective, cognitive, and psychomotor. Second, the principle of conditioning the emergence of various characters such as: moral-knowing, moral-feeling, and moral-action as an implication of the MI theory-based reading learning innovation, students have the opportunity to read, understand and explore learning materials from various perspectives (perspectives).

Third, the core principle of developing MI-based reading learning is how to treat students according to the choice of reading material and their respective potential. These abilities and potentials are then approached and directed so that the student's character can develop optimally.

Fourth, the principle of conditioning the campaign for cross-curricular learning to be taken seriously by pupils. Character building through cross-curriculum, which is a fundamental need, may be achieved right away with MI theory-based reading learning. Fifth, the idea of putting restrictions on how learning communities are implemented in schools for kids. For students' behavior or character to develop, flourish, and be preserved, learning communities are becoming more and more important. According to MI theory, learning communities that support children in enhancing their motivation, abilities, interests, and high reading culture both at school and at home are necessary.

3.3 Alternative Forms of Character Strengthening Strategies through Multiple Intelligences Theory-Based Reading Learning

There are two categories of character strengthening strategies through MI-based reading learning described here, namely those that have been used (abroad based on the results of a literature review) and those offered for use in schools (domestic) based on the results of research and the thoughts of researchers. The form of MI theory-based character strengthening strategies that have been used abroad include Thomas Lickona, character matters. How to help children through developing good judgment, integrity, and other important policies". The implementation of character education refers to the postulate that schools are very strategic places for character education, because there are students with various backgrounds.

Furthermore, in developing the character of MI-based students in schools, it is carried out through various approaches or methods, namely:

a. *Inquiry-based learning*
   Inquiry-based learning is a student-centered approach that leads to the formation of an active, creative and critical character. Here students are stimulated interest to ask questions and find out more about the material they are learning. Students are also given real experience of how relevant the subject matter is in everyday life. The material presented

stimulates interest for children, both in the form of questions and curiosity to try or make experiments. In applying this approach, students become inquirers or humans who always ask and find out by stimulating children to ask questions.

b. *Collaborative and Cooperative Learning*
Collaborative approach and cooperative learning is done by involving students to work in teams or groups. Students with intrapersonal and interpersonal intelligence will be happier with this approach, students are accustomed to working in a group to be able to work together and work hand in hand well to achieve common goals. Several things that are done in the Collaborative and Cooperative Learning *process* are (1) all students are actively involved in groups; (2) students sit opposite each other (in a circle); and (3) students have the opportunity to present their results in front of the class.

c. *Integrated Learning*
Learning with this model will effectively shape the character of students, especially those with logical-mathematical intelligence and existentialism. Learning carried out in schools makes every effort to combine various materials in one learning offering. The learning process becomes relevant and contextual so that it is meaningful for students by involving all the dimensions that students have, such as physical, social, emotional, and academic. The purpose of integrated learning carried out in schools is primarily to prepare students to become true learners (lifelong learners). With the ability to draw conclusions and relate what is learned to real life, students are always interested in learning continuously.

Discussion

The context, principles, and alternative forms of multiple intelligence learning innovations in character strengthening stated in the results section above have given strong indications that the selection of multiple intelligences learning as the basis for developing learning is appropriate. In order for the context, principles, and alternative forms of character strengthening based on multiple intelligences to be understood more clearly and in depth and their relation to the theory and results of previous research, the following discussion is presented.

Understanding the Theory of Multiple Intelligences in Learning to Read as a Base for Character Development

Learning activities are a series of teaching and learning activities designed to provide educational experiences to students in order to help them achieve certain competencies. Therefore, the existence of learning activities in schools for students is very important. As a very important activity, it is appropriate if it is planned as well as possible. In this regard, the use of the theory of multiple intelligences as a basis for developing learning activities is one of the efforts that teachers can take to strengthen students' character.

[6] explains that character development in individuals will succeed as expected if you pay attention to the basic character possessed by individuals. The basic character is used as a foothold in developing and shaping individual characters. Without basic character, character education will not have a definite purpose. The Indonesia Heritage Foundation (IHF), has compiled a series of values that should be taught to children, which are then condensed into nine character pillars: love for God Almighty and all of His creation; independence and responsibility; honesty/trust and wisdom; respect and courtesy; generous, helpful, and mutual cooperation; self-confidence, creativity, and hard work; leadership and justice; kind and humble; and tolerance, peace.

The most concrete results are manifested in the form of students more appreciating differences. This kind of student attitude is obtained through collaborative activities with various types of personalities and characters. Students learn to recognize and understand the different views of each student who has different social, cultural, educational, and economic backgrounds. Furthermore, the discussion that clarifies the context of making the theory of multiple intelligences the basis for character strengthening in schools is described below.

The view which states that independence through character education based on multiple intelligences is based on the main and actual potential possessed by students. Three independence are developed in students at school, namely learning independence, life independence, and independence in determining the future [43]. In the series of activities, activities are carried out to grow confidence in

students that they are valuable and have advantages. Students will be more confident in navigating life if they know their potential (intelligence).

Examining the Principles of Using Multiple Intelligences in Learning to Read as a Base for Sengthening Character

In [4] it is explained that there are certain points from the Multiple Intelligence model that are important to remember, including: 1) everyone has all nine intelligences, it's just that everyone's profile may be different, some are high in all types. intelligence, some are only average and live in two or three types of intelligence; 2) 3) The intelligences typically complement one another in complex ways; 4) There are numerous methods to be smart in each category. The principle of Multiple Intelligences is one of the principles carried out with the hope of increasing or bringing up student intelligence so that student learning outcomes are expected to be maximized. The procedure for this principle is as follows [39]. Empowering all types of intelligence that exist in every child. Optimizing the achievement of certain subjects based on the intelligence that stands out in each student In research conducted by [5] the implementation of Multiple Intelligence-oriented learning in grades 1, 2, and 3 SD Muhammadiyah 9 obtained the results of research activities that support the development of multiple Intelligence.

Students should read and write in order to strengthen their critical thinking skills and to investigate the teaching materials [7]. Reading and writing both contribute to the process of meaning construction [57]. Students need to engage in activities that enhance teaching materials and thinking abilities in order to finish their coursework, continue their studies, get ready for the workforce, and learn throughout their lives in society. Most of the tasks that students must accomplish require them to read and write as well [18]. The reading-writing process will be dealt with by students as they near the end of their education. As a result, if pupils have high reading and writing skills, they will also finish their assignments successfully.

Students will gain the knowledge and skills necessary to become autonomous learners by engaging in reading and writing activities that allow them to investigate, research, and enjoy the subject matter [22]. The need to empower pupils cannot be overstated. Students should be given the opportunity to explore, research, and enhance their knowledge in accordance with their needs. Students will gain independence as learners as a result of this experience. Given that literacy encompasses the capacity to read, write, compute, solve issues, and expand one's knowledge in order to improve one's quality of life in a society that is becoming more complicated, literacy is important for addressing needs in the workplace [31]; [50]. Cross-curricular literacy can enhance mastery of topic material [29]; [54], and [12]. Therefore, if it is used as the principle that underlies the choice of literacy as the basis for learning development, it is very appropriate. That means, all teachers are encouraged to immediately realize the implementation of cross-curriculum or cross-subject reading and writing.

Students will be trained to take advantage of every opportunity to read and write as a very significant element of every learning that is followed if cross-curriculum reading and writing can truly be realized as a movement. This is consistent with [15] theory that the four requirements of explicit, systematic, serious, and contextual need to be taken into account while encouraging literacy behavior.

The four principles in the second group above are interrelated. Students will be able to approach each learning subject from many perspectives if they are conditioned to be eager and able to access a diversity of readings. A person's ability to read and write opens up a world of sophisticated information sources [10]; [19]. Thus, literacy will be beneficial for a person both at home, at work, and in the community, which is at the same time an ability needed for lifelong learning so that it contributes to efforts to utilize technology effectively, work efficiently, and empower people and communities, especially in the knowledge-based society that will rule the 21st century [1]; [40].

The term "new literacy" is used in that context to describe literacy that has been linked to numerous technologies, particularly information technology and even digital [37]. It is possible to understand the subject matter from a variety of angles. So that they may fully understand the material, pupils should be trained from a young age to become accustomed to viewing it from many perspectives. The existence of literacy as a foundation for learning is extremely suited for that goal. A crucial component of today's knowledge-based society is literacy [10]; [19]; [1]; and [40]. For pupils to develop into autonomous thinkers, they must be literate who are able to solve real problems and challenges in their lives [16]; [22], Students must consequently continue to practice literacy both inside and outside of the classroom [36]; [17]. This is in line with the four second cluster principles that support literacy as the foundation for learning development, particularly the principles of conditioning student literacy behavior growth and development and conditioning for the realization of critical, creative, quick, and effective readers and writers. The idea that literacy serves as the cornerstone for learning

development is also supported by research showing that literacy is helpful for students in their learning process [17] and the belief that schools have a responsibility and an important role in efforts to develop student literacy toward lifelong learning [36], especially the idea of preparing students to be ready and able to access a variety of readings as well as the idea of preparing students to have different viewpoints on each piece of learning content.

Examining the form of a Character Strengthening Strategy for Reading Learning Based on Multiple Intelligences

The learning process should raise local issues as well as various forms of real problems in everyday life. According to [24], Every topic can benefit from the inclusion of character education in its curriculum. Each subject's learning materials should be produced, made explicit, and connected to the context of daily life. Learning character values should therefore focus on internalization and practical application in students' daily lives at school and in the community, in addition to cognitive learning. All of this is done to equip students with aspects of competence as needed in the 21st century, including Communication, Collaboration, Critical Thinking, and Creativity. Students who already have comprehensive competencies are expected to be able to compete in the era of the industrial revolution 4.0 and also be adaptive in responding to the disruption phenomenon [48].

The teacher's understanding of the condition of each student must be equipped with an understanding of the criteria (indicators) of each type of intelligence. [44] states that all indicators in each type of intelligence will be stronger if they are raised (in the sense of being used) to overcome certain problems or create something appropriate. Therefore, the teacher must determine a certain type of intelligence to be developed along with the criteria for its achievement.

The implementation of Multiple Intelligence-oriented reading learning is carried out by the teacher by facilitating students to learn through eight typical intelligences ranging from linguistic intelligence, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalist intelligence.

For classes with dominant spatial-visual and interpersonal intelligence, the application of the teacher's teaching style often uses pictures to provoke students' interest. In relation to reading, learning begins with apperception that attracts attention through contextual images including video learning. In addition, with their interpersonal tendencies, student seats are arranged in groups from the start and alternate members so that children can interact thoroughly with all their friends. Pictures and videos become the center of children's attention before starting to practice reading.

Classes with students who have Linguistic and Interpersonal intelligence tend to speak quite high. Here it can be used by accompanying them to be skilled at reading. For example, children are often given question cards and presented to their next-door friend and the child has to find answers to these questions. Due to the dominance of intrapersonal intelligent children, it is possible to be more independent in learning to read. Activities learning to read for students with this intelligence is considered easier than the previous class.

Meanwhile, for classes with dominant intelligences of Mathematical Logic, Intrapersonal, and Music, their application is more directed to logic and often plays songs and music so that they are not boring. Project and portfolio based activities are often conducted to facilitate their learning to read. As a class with a dominant learning style of more than 2, we need a diverse and innovative strategy. However, with the intrapersonal intelligence of this class, of course the teacher is easier to adjust and the children do not experience many obstacles in reading practice. Furthermore, the authors describe the results of observations regarding several reading learning innovations in each of the Multiple Intelligence-based learning style tendencies in grades 3-6.

Table 1. *Types of Learning Reading Activity Innovation*

N	Multiple Intelligences	Innovation for Activities in Learning Reading
1	Linguistics	Imajinative Reading,
2	Logis Matematic	Intensive Reading,
3	Spasial	Scan the floor plan,
4	Music	Reading aloud, reading announcements,
5	Kinestetic	Compose a story from random sentences,
6	Intrapersonal	Reading gap text, reading conversation text
7	Interpersonal	Read the text to yourself
8	Naturalist	Travel work, reading folklore

The forms of innovation above are alternatives for teachers in bringing reading learning activities to be more active, innovative, creative, effective, and fun for students. In addition, based on the discussion and theoretical study, it can be seen that the implementation of Multiple Intelligence-based learning has similarities with the application in the 2013 curriculum.

4   CONCLUSIONS

Based on this study, it was found that reading learning based on multiple intelligences can be used as a basis for developing student character strengthening in schools. The underlying context is reading based on the theory of multiple intelligences as the basis for development, enabling students to be active and skilled in finding and processing information, as well as developing students' reading and writing abilities. In addition, students are skilled at connecting between subject matter, fluently developing ideas, understanding and solving problems and in the end can master learning competencies better. It found eight principles that made MIR the basis for Building access to a variety of reading materials, encouraging the emergence of diverse student viewpoints on each subject matter being studied, creating a nursery for literacy behavior, and creating a place of service for students to learn are all key components of developing effective and productive learning in schools. become a discerning, imaginative, quick, and productive reader-writer.

There are a variety of reading materials that students can appreciate, either through voice reading activities, intensive reading, reading literary works developed in the Indonesian curriculum that lead to character building as the most important part in character education

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