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*by* Dr Sukadari

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# THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN MORAL EDUCATION CLASS THROUGH FORUM THEATRE

Nadarajan Thambu<sup>1</sup>, Vasanthan Gurusamy<sup>2</sup>, Zuraini Jamil @ Osman<sup>3</sup>, Sukadari<sup>4</sup>

<sup>1,2,3</sup> Universiti Pendidikan Sultan Idris, Malaysia.

<sup>4</sup> Universitas PGRI, Yogyakarta, Indonesia.

**ABSTRACT:** Identifying various aspects of student intelligences remains a challenge for teachers who carry out teaching and learning in Moral Education classes. Moral Education teachers face problems to help pupils achieve the maximum potential of student intelligence, because the learning needs of students are unique and varied. In this connection, multiple intelligence theory is thought to be the theoretical framework for defining, understanding, developing and estimating the various intelligence that the student has. The literature has shown that incorporating forum theatre into the teaching and learning of moral education to develop multiple intelligences is limited. Accordingly, this study aims to discover the various intelligences that exist among moral education students through the forum theatre technique. The research design for this study is the qualitative method. A total of fourteen students from two schools were chosen as research participants. Data collection done through observations, focus group interviews, and journal notes. The results show that students in the moral education classroom achieve high levels of verbal/linguistic intelligence, spatial intelligence, bodily-kinesthetic and interpersonal intelligence through forum theater techniques. Further, some positive effects are also seen in naturalistic intelligence, logic-mathematical intelligence, intrapersonal intelligence and musical intelligence.

**KEYWORDS:** moral education, multiple intelligence, active learning, forum theatre, qualitative approach

## I. INTRODUCTION

Basically all educators have the responsibility to provide a conducive and active learning environment. This environment is a place for students to practice their knowledge and hands-on skills. At the same time educators also need to consider the various aspects of intelligence that exist in students (Gardner, 2008, 2011; Koksai Akyol, 2018). Meanwhile, the moral education curriculum encourages students to mentally and physically involved in their learning process in the classroom. Active and interactive student participation in teaching and learning will give students the opportunity to question, communicate, and interact with each other while giving and sharing opinions and ideas (Carr, Palmer & Hagel, 2015). This is because active learning involves the participation of students in the process of hands-on and mind-on learning. Active learning, stimulating and developing students' cognitive, affective and psychomotor aspects so that they become holistic human (Blomberg, 2009).

In fact, it is clear students learn and think differently based on their needs, interests and talents (Yang, 2010). Therefore, offering relevant and student-initiated learning activities should be considered by the classroom teacher. Meeting the needs of students and their importance should be considered as the most important element in improving student learning (Gouws, 2007). Now, Moral Education teachers should be thinking of meeting the needs of students who have differences in their abilities and intelligence and working to help them reach their full potential. Indeed, efforts to increase student success and self-esteem are the responsibility of teachers. According to Lickona (1996),

"to develop good character, they need many and varied opportunities to apply values such as responsibility and fairness in everyday interactions and discussions, through repeated moral experiences, students can also develop and practice the moral skills and behavioral habits that make up the action side of character" (pp.96-97).

Besides, breeding and genetic factors, the environment that enables individuals to interact and communicate also has an impact on the development of multiple intelligences. Recent studies have shown that a person's intelligence potential is influenced by his or her parent's intelligence potential. In addition to heritage, another factor that influences the development of intelligence is conducive and active learning environment. An active and stimulating environment helps children develop their mental skills and potential. On the other hand, various theories of intelligence suggest that the field of intelligence can enhanced through environment and opportunity rather than through individual talent or ability (Armstrong, 2016; Gardner, 1993). Studies have suggested that eliciting the maximum potential of intelligences leads to students' success in their academic and future careers (Gardner, 2008)

## 2. THEORY OF MULTIPLE INTELLIGENCES

In order to implement effective learning, teachers as facilitators of Moral Education must have some conscious of their students' abilities, needs and learning styles. The knowledge that individuals have a wide range of abilities and intelligence, at least gives teachers a better chance to deal with many of the problem's students face (Yang, 2010). Intelligence is outlined as the capacity and maximum potential of the complex human brain. In nutshell, intelligence is a composition of the ability that arises from the harmonious operation of several mental capacities. Nevertheless, literature review and past studies provide a very narrow definition of the concept of intelligence. Previously, intelligence was measured based on student achievement in the areas of mathematical skills, science skills, linguistics skills and academic success. In fact, candidates who fail in science, mathematics and linguistics in public examinations are dismissed by the education world as failures. On the other hand, musical intelligence and bodily-kinesthetic intelligence were not immediately considered as component of the intelligences (Gardner, 2011; Uysal & Köksal Akyol, 2007).

Additionally, educators are expected to change the strategies and techniques of teaching and learning by using theories of multiple intelligence in the classroom, to address individual student learning differences (Stanford, 2003). In fact, the introduction of the multiple intelligence theories in 1983 was good news for educators, because this theory has given resistance to the conventional perspective that a person has only one form of intelligence (Baum, Viens & Slatin, 2005). Gardner (1983; 1999) distinguished nine different intelligences in every human being that demonstrates manifestations of varying abilities. This means that intelligence enables individuals

to apply theory, create product ideas, solve problems or conflicts and provide services that benefit the public (Gardner, 2008). Thus, theories of multiple intelligence help students learn in specific ways to recognize and fulfill their intelligence.

Howard Gardner wrote a book entitled 'Frames of Mind' in 1983. Through this book he introduced multiple intelligences' theory to the world. The field of education, like many other fields, has also adopted and adapted this theory to benefit students. The world of education has begun to pay attention to multiple intelligences' theory due to two factors. The first factor is the existence of multiple dimensions of individual intelligence and the second factor is the nature of the individual's intelligence which can be developed mechanically and practiced. Gardner firmly argues that every child is not educated in the same way and that they also have different abilities, intention, talents and interests (Gardner, 1983). However, he said that each child's various intelligences can be developed because all children are capable of learning in different ways and environments (Gardner, 2008). Gardner also argues that every human has more than one intelligence. Through his research (until 1993), he identified and introduced seven types of intelligence. These are verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical-rhythmic intelligence, bodily-kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence. Naturalist intelligence is considered as the eighth intelligence by Gardner in multiple intelligences' theory. These eight intelligences involve specific human neurological abilities, talents and processes (Gardner, 1999; Gardner, Hatch, & Sloboda, 1982).

Therefore, a Moral Education teaching and learning strategy that integrates multiple intelligence theories is necessary for applying them to polish the multiple intelligences of Moral Education students. In addition, multiple intelligence theories are also able to explore students' strengths, abilities, interests and interests through activities conducted in the classroom (Yang, 2010). The pursuit of multiple intelligences can equip the younger generation with the skills needed to compete in the job market, as well as being a catalyst for overall economic growth. Thus, studies on the development of multiple intelligence theory in Moral Education should expose students to the thinking process, idea generation, engagement and active learning (Gardner, 2008) as well as mastery of a student's unique intelligence through teaching and facilitating processes.

## 3. MORAL EDUCATION IN MALAYSIA

Moral Education is a compulsory subject in primary school and secondary school education system in Malaysia. This is a core subject for all government and private schools non-Muslim students (standard 1 to form 5). The subject of Moral Education focuses on the inculcation of spiritual values and moral values. The values and norms of Malaysian society in the teachings of religion, heritage, traditions, and culture are the elements that want to be indoctrinate in the hearts and minds of the people. A moral person, as defined in the Moral Education program is one who abides by the Rukun Negara (National Ideology), is virtuous, is obligation, and is capable of instilling a contribution to the harmony, sovereignty and stability of the nation and universal community (Moral Education Syllabus, KBSM, 2000). One of the objectives of Malaysia Education Blueprint 2013-2025 is to produce Malaysian human capital that accepts, appreciates and practices universal moral values. In this regard, teaching

and learning that occurs in Moral Education classroom, as catalyst to produce a holistic generation in terms of intellectual, spiritual, emotional and physical development (Moral Education Syllabus, KBSM, 2000).

Teaching moral values alone is not enough. Involving students in real experiences that allow them to think, explore and act in a moral domain is also necessary. For this rationale, the goals of the Moral Education program in Malaysia is educate students to think, feel and act morally. In addition, the Moral Education program also strives to develop mature thinking based on moral values, multiple intelligence as well as to produce students' talents in critical and creative thinking (Moral Education Syllabus, KBSM, 2000). The mastery of critical and creative thinking skills is the catalyst for individuals to make judgments, accurate decisions in solving problems and exploring their intelligences. Teaching and learning, which involves active, critical and creative thinking processes that can generate intelligence skills, can be realized through innovative teaching methods in schools.

The goal of the country's Moral Education curriculum (KSSM) is to improve the higher potential of students intelligence (Nurulwahida & Ahmad Azman, 2014). According to Gardner (1993), intelligence is "the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community" (p.15). According to him, each individual has a different intelligence. They have advantages and disadvantages in terms of intelligence. Therefore, teachers, facilitators or coaches need to take this into account and provide a teaching and learning environment to maximize the potential of individual intelligence. Teachers need to identify and develop this intelligence using a variety of related activities (Gardner, 1999). In the light of this, teachers, facilitators or coaches need to use a variety of instructional or pedagogical methods that can develop students' multiple abilities, talents and intelligence. In addition, providing a variety of environments and multi-disciplinary learning is also an important aspect of helping students become smart, competitive, critical, creative, innovative and morally as mentally educated person (Malaysia Ministry of Education, Standard Curriculum and Assessment Document, Moral Education, Form 2, KSSM, 2016).

In teaching and learning Moral Education there are different and various techniques, activities and strategies. Among them are small group discussions or activities such as brainstorming, role play, simulations, debates, and forums (Malaysia Ministry of Education, Standard Curriculum and Assessment Document, Moral Education, Form 2, KSSM, 2016). Hence, teachers need to design and provide learning experiences in an active learning climate to foster a variety of student intelligences (Malaysia Ministry of Education, Standard Curriculum and Assessment Document, Moral Education, Form 2, KSSM, 2016). The teaching process is a performing arts (Alam Sher Malik, 2012). As performer teachers, facilitators or coaches need to develop a variety of ways and techniques to present ideas. They also need to have the skills to implement the abstract concepts that are present in their mindset practically. In this regard, teachers, facilitators or coaches need to adopt an artistic approach that takes into account aspects of gestures, facial expressions, body movements and vocal characteristics (Guss, 2005). Previous studies have shown that integration of performing arts such as Forum Theater in education has created a learning environment that stimulates students' thinking, feeling and behavior.

#### 4. FORUM THEATRE

Forum Theatre is formed from two words namely 'Forum' and 'Theatre'. Forum is derived from the Greek term meaning an open discussion field. Theatre means a genre of art or a form of communication. The goal of the Forum Theatre is to give the opportunity to the actors and the audience, to express publicly and receive views on the issues presented. This interactive theatre developed by Augusto Boal (2008) of Brazil. In the Forum Theatre, the actors will dramatize social problems, or "oppression" that occurs in the community, for the community's views (Babbage, 2004). Forum Theatre will end with an unresolved problem. Then, the audience (spectators) are given the opportunity to stage to explore solutions to the above problems through play. Forum Theatre is widely used in schools to address the issue of racism, sexual prejudice, violence, and bullying (Day, 2002; Nadarajan, 2019).

According to Augusto Boal (2006), Forum Theatre is not in accordance with the classical notion of theatre, a form of performance "spectacle" alone. Forum Theatre involving "dialogue" with the audience and not "one-way conversation", as is the case in conventional theatre, where intransitive relationships take over. An important feature of conventional theater is the one-way flow of messages from the cast and stage to the audience and auditorium. At messages such as conflict, emotion, humor, ideas, philosophy, moral issues, ideologies and political ideas moved in that direction; none of which move toward opposite (Boal, 2006; Thambu, 2018). Instead, the Forum Theatre actors not only delivered his speech, but the audience also have to answer what is seen and heard.

In Forum Theatre, gap between actors and audience have been eliminated. Audience (spectators) will change roles to become an actor (spect-actors). Spect-actors are given the opportunity to change the scene presented by assuming the role of a character is acting to bring about a change in the outcome of the story. Spect-actors will make a difference in the outcome of the story through improvisation with the ideas of other members of society.



The goal of Forum Theatre is explore clearer understanding of a social conflict that exists. In addition, the Forum Theatre also supports the goal of empowering community members to intervene in order to change the social conflicts plaguing their society (Boal, 2006; Rae, 2013). According to Augusto Boal (2006), one of the Forum Theatre motives is each person is responsible for their own actions and, when there is a problem, everyone should be involved in finding ways to solve problems.

Based on the above description, it is clear that the teaching of the Moral Education subject should be more responsive to meeting the needs. Studies on the use of Forum Theatre in developing multiple intelligence among school students are still limited. Therefore, this study was conducted to test the potential of Forum Theatre in discovering the various intelligences that exist among students of Form 2 Moral Education classes in secondary schools.

## 5. METHODOLOGY

### a. Method and Data Collection

This study used qualitative method. The reason for using the qualitative method is to gain a better understanding of the study phenomenon, as suggested by Creswell (2012). In line with the qualitative research method data were collected using instruments such as classroom observation protocols, interview protocols and journal writing protocols as recommended by Bogdan and Biklen (2007). Focus group interviews became the primary technique for collecting data. This group of students was interviewed to articulate their cognitive justification. Apart from that, students' journals and classroom observation data were analyzed and interpreted to understand their multiple intelligence areas. Data were collected from three sources for triangulation purposes to ensure the validity and reliability of the data.

### b. Participants and Instrument

A purposive approach to sampling was undertaken by the researcher (Miles & Huberman, 1994). The choice of research informants was based on several considerations and criteria determined by the researcher himself (Richards & Morse, 2007). The informants of the study were Form 2 students who were Chinese, Indian, indigenous, and Iban. A total of fourteen students (seven male and seven female) from two schools were chosen as research participants for data collection purposes. Refer to Table 1. Three qualitative instruments were used to collect data. The content of the items in the instrument is certified by experts in the fields of moral education, theatre and active learning pedagogy.

Table 1: Number of Participants

School	Class	Number of Students in the Class	Number of Students that make up Focus Group
SMK Hibiscus	2 M & 2E	38	7
SMK Rafflesia	2 T & 2 H	38	7
The number of students used to collect data			14

### c. Data Analysis

After successful data collection, the collected data were transcribed with the use of a laptop and ear piece. The transcription produced twenty pages. Research questions have been used by researchers as a guide to implement the coding process in generating themes and sub-themes (Braun and Clarke, 2006). The informants' responses from the three data sources were analysed to discover their multiple intelligence profiles. Based on the analysis, repeated opinions and ideas are categorized based on themes and sub-themes to answer the research questions. Overall data coding produced eight main themes and twelve sub-themes.

### d. Study Procedure

The researcher used Forum Theatre technique in moral education to implement the teaching and learning process. Each teaching unit in the Form 2 Moral Education textbook is planned and taught using Forum Theatre technique (Nurainirah Teoh Abdullah, Mohd. Hilmie Mohd. Mokhtar, & Vijayaletmy Muniandy, 2017). The instructors use Gardner's (1993) theory as a legitimate planning framework through which to offer students a variety of learning activities. Each lesson (topic) is designed and written in the daily lesson plan, which acts as a prototype and guide to teaching for the teacher. The teachers conduct one 90-minute lesson per week. Each lesson starts with set induction steps, lesson development, class activities, assessment, and closure and reflection.

In this study Form 2 Moral Education students are involved in four Forum Theatre steps such as develop a script, anti-model play, forum, and intervention play. The teacher isolates each 'intelligence' into particular steps in Forum Theatre. The instructors use all the five steps of Forum Theatre to discover the various intelligence that exists among students. Forum Theatre used to enhance the learning process by broadening the content of the moral education curriculum and Forum Theatre to elicits multiple intelligences among participants. They include specified intelligences in specific lessons.

## 6. RESULT AND DISCUSSION

### a. Verbal-linguistic intelligence

In this study, all the informants demonstrate the ability to use words effectively. The interview results show that students can read, discuss, make presentations, write, and read about the situation and moral dilemmas given as group assignments. Students can use appropriate words when creating a script of anti-model play related to friendship and the value of friendship. The language used clearly demonstrates the attitude and morality of a friend in maintaining a friendship. First, some informants explained that:

When creating anti-model play, we tried to use the best words for our play to be interesting. Words like "I'm proud of being your best friend", "good luck", "thank you for understanding me", and "good heart" were used as a dialogue. This intervention play can apply the value of honesty, high concentration, and simplicity. We could also read and deliver the dialogue well and with ease. In fact, we made innovation by making this moral dilemma in the form of a story. (Informants 2,4, and 6)

Additionally, student journal entries and our observation show that activities such as developing script and anti-model play can develop morally the verbal-linguistic talents among the participants. In support of the statements above on the strength of verbal-linguistic ability, informants 2,4, and 7 expressed that:

Today I was playing Siti's role in intervention play. I was able to write passionate words for my friends who failed in the exam. I used moral words like "must be diligent", "don't give up", and "rational" to my friend. This intervention play applies good values. I can guess words like "honest", "trust", "sincere", and "willing to sacrifice" as having a moral character. A good communication of a moral person are necessary to establish good relationships with others. (Informants 2,4, and 7)

The above responses show that students can demonstrate the ability to read, write, and perform a anti-model and intervention play using Malay language. They can discuss about moral dilemma while providing good ideas using polite, civilized, and moral language. Students are able to create anti-model and intervention play about friendships and write a dialogue of casting to resolve moral conflicts based on the given situation. This finding agrees with the study by Nwagu and Nwagu (2013) and Thambu, Prayitno and Zakaria (2020) who claiming that a variety of activities within Forum Theatre can be an active learning activity to attract students interest. Activities in Forum Theatre like writing script, forum, play, and creative writing enable learning to be meaningful while developing Verbal-linguistic intelligence.

### b. Spatial intelligence

Regarding talents in visual-spatial skills, the interview results show that students are able to think in the form of pictures and mental images about moral content. They are also able to learn through graphic images, mind maps, or thinking maps. All the participants can make a painting to express their thoughts and feelings morally using a computer. In addition, students are able to create three-dimensional objects and demonstrate in anti-model play. The interview results show that students have the advantage of becoming aware of or conscious about information of visual-spatial intelligence. They can modified and adapted this information to create 3 dimensions posters and visuals with interactive multimedia in the intervention play. Furthermore, informants 2,4, and 13 expressed that:

We are assigned a task to produce a poster to give people the awareness of the importance of forests. The underlying value of this activity is belief in God and goodwill. My friends and me in the group first noted the importance of forests, such as rainfall, supplying oxygen and flora and fauna for habitats. After listing all of these interests, we began to figure out what things to draw, like trees, waterfalls, rivers, and plants and animals. We coloured these posters using watercolours and crayons. We use this poster in our play.

Additionally, the journal entries and observation also indicate that students are able to exhibit visual-spatial talents. They can realize or understand the concepts of vision and space well. Students can transform all abstract things into visual input forms. Informants 10 and 13 asserted that:

In the anti-model play, we presented the moral values from the story in the form of a mind map manually and using a computer. The teaching of moral values in the story was still in the abstract form, and we transmitted the information into a more concrete mind. While building a 3D model, a safe highway in the foothills, I first

determined roads in the foothills and on sloping land. Forms of landscape, such as hills, forests, swamps, and coastlines, were built in the right position and in accordance with the physical land views. The roadside trails in the foothills differ from the road bends in lowland areas. Acting as an engineer and landscape designer facilitates the understanding of rational values.

Accordingly, it is understood that the majority of the informants can demonstrate visual-spatial intelligence using technological and digital tools, such as Macromedia Flash and animation projects in the Forum Theatre play. They can interpret messages and information from video clips and documentary films about human moral attitudes. They can translate all abstract information into more concrete forms and make it visible. In addition, students can build 3D models from given situations and draw bar graphs and pie charts to present information such as statistics on obesity using interactive multimedia and computer projectors in the play. Thus, this study agrees with Denig (2004), Majita Ahmad Sultan et al., (2016) and Schrand (2008), that these kinds of dynamic learning can be identified as what multiple intelligence theory calls visual-spatial intelligence.

### *c. Bodily-kinesthetic intelligence*

The participants also show an ability to use their body to solve problems and communicate. Participants can demonstrate bodily-kinesthetics skills that relate to physical movement, body language, and how the body functions. Students are able to use good physical, flexibility and physical manipulation skills when performing Forum Theater activities. Psychomotor ability and ability to express emotions and ideas during theater play were also evident from the study participants. In support of this, informants 1 and 2 reported that:

We were given a situation to reprimand friends who always come late to school. Our group played (dramatized) the situation well. In our dialogue, we used polite words and we showed proper body language to express our good intention and carry emotion towards our friend who always comes late to school. In another activity, our group was asked to present information about the importance of exercise. We demonstrated the importance of exercising by demonstrating exercise for warmth, stretching, and games such as skipping and elephant jumps through the play.

In addition, students' journal notes and the researcher's observation indicate that students have bodily-kinesthetics intelligence. Informants 6 and 9 stated that:

Me and my group produced a play titled self-responsibility and family responsibilities. We acted out ways to carry out responsibilities as parents, father, brothers, and sisters in a family. We recorded the acting and presented the recording of the acting in the classroom for viewing. This acting message was shared with friends in the classroom. In another activity, I and my team created a *boria*-style dance to present information about the importance of neighbourly life that will explain the value of respect. I practised for a week for this *boria* show. I first danced while singing. This was a new experience for me.

In a nutshell, this study found that students can demonstrate bodily-kinesthetic intelligence from Forum Theater technique. They are very skilful in showing their physical movement and knowledge of the body. They can also translate abstract information and ideas and present them in the form of bodily movements. From their drama and dance performances, the audience can understand moral values such as accountability, affection, respect, and gratitude. This finding corroborates the studies by Hui, Cheung, Wong and He (2011) and Koksai Akyol (2018), who concurred that drama as an active learning method enhances creativity and that the positive acquisitions of the participants in bodily-kinesthetics skills are remarkable.

### *d. Interpersonal intelligence*

In the same vein, the participants show some potential in interpersonal skills. They demonstrate the capacity for person-to-person communication and relationships. Participants were able to demonstrate interpersonal skills while participating in Forum Theater activities. In anti-model and intervention play, for example, the nature of the desire to deepen desires, and the needs of their teammates are clearly displayed by the participants. They are capable of working effectively with others in performing a play and forum discussion. Informant 4 expressed that:

Our assignment was to hold an activity interview with community members on ways to realize the concept of a caring society. I and my group members conducted an interview with a teacher, a retailer trader, an entrepreneur, and a politician in society. We then played the recording of the interviews to teachers and students in the classroom. This activity is capable of applying responsible values, gratefulness, and courage.

The participants' journal entries also prove their interpersonal intelligence. Informant 10, who also supports other informants on the nature of interpersonal skills, said that:



I am directly involved in the activities of raising food for orphans and poor children at one orphanage in our place. Me and my friends pick up donations from school students to purchase essential items such as biscuits, sugar, milk powder, rice, and fruits. We hand over these materials to them. This activity can apply the value of love, cooperation, and honesty among students. I was acted as a volunteer in this play.

In line with the above statements, the observation data also show that Forum Theatre can discover the interpersonal intelligence of the participants. Out-of-class activities, such as interviews, charity projects, and helping orphans and the poor can show the participants' ability to interact successfully with others. They can actively focus on group learning and show empathy and caring for their teammates. Such activities can facilitate the understanding of moral values, such as the values of thankfulness, kindness, love, and gratefulness. This finding is synonymous with the studies conducted by Yang (2010) and Diana (2015) who found that an active learning environment enables interpersonal intelligence and ability to interact in social environment with belief and confident. They are more open-minded and can easily work with others.

#### *e. Naturalistic intelligence*

Evidence from the interviews conducted shows that the participants demonstrate the intelligence to understand and use eco-friendly materials. They show the ability to work with mother nature and appreciate our earth. Informant 6 said that:

We have used natural materials, such as dry leaves, tree branches, tree bark, mushrooms, and rubber seeds to make souvenirs. Recyclable materials, such as plastic bottles and cans, were also used to create a pencil and flower pot. This hands-on activity can apply rational values, simplicity, and love for the environment. This play was good.

Journal entries also prove the naturalistic intelligence of the participants. According to informant 7:

I and my group's friends were involved in taking pictures of interesting places around the school area. We captured some attractive, clean, beautiful, and green areas. We showed our collection through an LCD PowerPoint presentation to the class. This activity applies responsible values and belief in God.

Similarly, an informant described being nature smart in the moral class activity:

I was involved in taking pictures of all the insects and birds around the school area. We recorded (video recording) all the movements of insects, such as ants, moths, spiders, and bugs. We also recorded crows, cockroaches, and birds. We presented this video recording in the classroom. This activity also applies moral values, such as the value of tolerance and belief in God. (Informant 9)

As a synopsis, the observation also shows that participants can demonstrate their passion about caring for mother nature. Minds-on, hands-on, and heart-on activities, such as capturing photos, taking video footage, creating souvenirs from natural materials, and recycling items prove their ability and an appreciation of the mother nature. This activity facilitates the understanding of moral values, such as a belief in God, responsibility, love, and simplicity. The findings are in line with the studies by of (Nurulwahida Hj Azid @ Aziz, Aizan Yaacob & Sarimah Shaik-Abdullah, 2016), who confirmed that enrichment of activities like in Forum Theatre helps learners to achieve their maximum potential.

#### *f. Logical-mathematical intelligence*

Regarding talents in logical idea and mathematical skills, the interview results show that students can think logically and solve problems. Students can also design and give reasons, find relationships, and provide critical and creative responses. Students can provide logical reasoning in solving a problem involving moral issues. Informants 4 and 5 expressed the following:

Our group was required to plan and promotes unity and a neighbourhood in our residential place. We first listed the reasons for unity and barriers in creating a neighbourhood spirit. Among the obstacles to creating unity in existing housing areas is the existence of walls or fences that separate one home from another. After write a script we act it out in anti-model play.

Thereafter, we built a model of residential place with no separating walls between one house and another. This facilitates the relationship between residents in the housing area and this facilitates unity and drives the spirit of the neighbourhood. We use this model in the intervention play to explain the value of tolerance and awareness.

In addition, students' journal entries indicate that they can analyse a given problem before providing a logical solution. Informants 7 and 12 agreed that:



This activity really challenged my thinking. In intervention play I demonstrate how to use empty water bottles to build a container for hydroponic plants. Before making a container for a hydroponic plant, I need to measure and cut the bottle properly. Intervention play can be used to trigger reasonable moral thinking and creative thinking

In the intervention play I was involved in the activities of building a solar system model that has eight planets that surround the sun. I first thought of using clay to build the eight planets. The ball of clay was so heavy and cannot be floated with a wire that is the axis of the planet. Finally, I used a lightweight ping pong ball to float with the wire because it was light. This activity facilitates the understanding of rational values.

In support of the statement above, observation shows that students can think logically, systematically, and creatively in solving a problem. Students can engage in brainstorming to analyse a given problem. They can then record some suggestions given by colleagues, considering the causes, consequences, and ways to address those issues critically and using the logic of reason. Logical ideas and mathematical skills can be seen when they can solve a problem logically and creatively while acting in intervention play. Activities such as forum session and intervention play formed a moral reasoning. The findings are in line with the studies by Gouws and Dicker (2011) and Nurli Fasni, Siti Fatimah and Syerli Yulanda (2017), who confirmed that learners become "cognitively active" in learning through the process of interpreting, analyzing, constructing, discovering mathematical ideas, and reflective thoughts.

#### ***g. Intrapersonal intelligence***

This study found that the participants show some intrapersonal strength, namely the ability to understand the power of self. The participants demonstrate the awareness of one's own desire and abilities through activities such as developing scripts, play, discussion in forum session and rehearsal before play. The participants like to pursue their own interests and have the ability to understand themselves, their interest, and their goal. Specifically, informant 3 expressed his views on the reality of self-knowledge and self-image, stating:

I was assigned to write a script for our play. This activity created awareness of my strengths in that I can write a script. This activity applies value to self-esteem. After that, our group was asked to play in a forum theatre as an activity to expose the issue of a runaway child from home. I was assigned to be a Joker (moderator) for the group. This was the first time I played the role of a Joker. After taking on the role of a Joker, I realized my strength in that I could stand in front of my friends without any fear.

Notes from the participants' journal entries also prove that they have intrapersonal intelligence. Informant 10 also reported that:

I became one of the debaters to support the topic of religious interest as a catalyst to develop human personality in anti-model and intervention play. I can speak with the facts obtained from the article in the newspaper. I know the power of argument through this activity. This activity can apply the value of trust in Almighty God.

Informant 9 said that:

I became a panel member in the forum activities that affected the cultural impact of hedonism on society. I looked for ideas on the internet and gave my arguments. I am aware of my strengths in that I can process information to be discussed in the forums. I was acted as a debater in this play.

Thus, it is evident from this study that the respondents have intrapersonal intelligence. The observation results also show that they are cognize and be aware of their own emotions, their strengths, their deficiencies, their values, their philosophies and their self-esteem. Those involved with active learning can process information, engage in self-directed and proactive learning in engineering their knowledge. Activities such as a forum theatre and forums can facilitate their understanding of the values of self-esteem and high-level courage. This finding is in congruence with the research conducted by Armstrong (2014, 2016) and Gunduz and Ozcan (2016), who found that symbolic plays, debates, storytelling, and forums help students to develop their strength, trigger their confidence, and remain as a manifestation of intrapersonal and interpersonal intelligence.

#### ***h. Musical intelligence***

The interview results from the informants show that the students have the ability to recognize sound and have high sensitivity to rhythm and melody. Students can also write lyrics and create pop and rap songs to reveal information in theatrical form. In addition, students can use song melodies from other cultures (Chinese, Malay, Indian, Kadazan, and Asli) to sing songs that they have created through anti-model play. For example, informant 14 explained that:

We were assigned to provide information on healthy lifestyle practices, which relate to rational values and self-esteem. We presented in a song form all the information that we gained from the Moral Text Book, like

personal hygiene, exercising, health screening, and eating balanced meals. A friend of mine played guitar as background music while our group performed a song in anti-model play. We sang rap and pop songs. We used the melodies and rhythms of a song from Indian culture through intervention play.

Furthermore, journal entries from the participants indicate that they have some talent in music. Informants 11 and 12 expressed that:

We were given the task of explaining the healthy heart without cigarette smoke to students. I used the heartbeat sounds, which I downloaded from YouTube as background music when I explained the importance of hearts to humans...I was acted as a doctor in this play. In another task, we were assigned to describe the atmosphere of a cosy and attractive forest. While displaying the picture of the forest, we used animal sounds (animal noises), such as the chirping of birds, the noise of a bunch of monkeys, tiger sounds, snakes, wind, and the sounds of a group of elephants in the jungle as background music for a better impact. This play was praised by our teacher

The views of the informants and our observation show that students can demonstrate the ability to use musical instruments. They are able to recognize various types of sounds (various animal sounds), rhythms, and song melodies. They can sing songs and present the requested information in the form of choral speaking, pop songs, and accompanied by background music, such as drums and guitar. Forum Theatre gives students the opportunity to showcase their musical talents. This finding is in tandem with the work of Coban and Dubaz (2011), and Lewicki (2002) which indicated that a curriculum that incorporates drama or theatre expands pupils' intelligence, such as their musical, linguistic, spatial, and intrapersonal intelligence.

## 7. Conclusion

The present findings show the potential of Forum Theatre to promote and develop students' level of multiple intelligences. This is what Forum Theatre offers- engaging activities and the ability to promote talents among students. The findings of this study reveal that multiple theatrical activities integrated in the four steps of Forum Theatre such as script writing, acting in anti-model play, discussions, arguments, solving problems, and sharing ideas in forum session, and creating intervention play, show the high development and some positive effects on students' intelligence skills. Therefore, this study suggests that Forum Theatre with rich of amusement element and as an active learning art form is a relevant instructional tools for enhance maximum potential of Moral Education students intelligences.

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