

THE IMPLEMENTATION OF EXPEDITIONARY LEARNING INTEGRATED WITH MULTIPLE INTELLIGENCES AND LOCAL WISDOM

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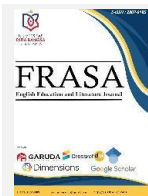
Abstract

Conventional cognition-oriented learning models are considered less able to respond to the demands of 21st century learning, so a more holistic, contextual, and student-centered approach is needed. This study aims to explore teachers' experience in implementing the Expeditionary Learning model integrated with Multiple Intelligences and local wisdom in English language learning in high schools and vocational schools in Batang Regency. Using a phenomenological qualitative approach, data were collected through observation, questionnaires, interviews, documentation, and FGD of 25 teachers who were selected purposively. The results showed that the mapping of multiple intelligences identified the dominance of kinesthetic, visual-spatial, and linguistic intelligence, which teachers then translated into various expedition projects such as industrial expeditions and local product (UMKM) promotion (48%), folklore dramas and traditional games (36%), and tourism promotions (16%). This authentic experiential learning has been shown to increase students' motivation, creativity, participation, and English language competence while strengthening their cultural identity. The research concludes that the integration of EL–MI–local wisdom is an effective pedagogical approach to creating relevant, humanistic, and contextual learning, and recommends further exploration in more diverse school contexts to broaden the generalization of findings.

Keywords: Expeditionary learning, Multiple Intelligences, Local Wisdom

INTRODUCTION

Learning models that tend to be linear and emphasize the purely cognitive aspect are beginning to question their relevance in the context of the actual needs of today's society. Consequently, there is an urge to develop innovative learning models that not only develop intellectual capacity, but also integrate the affective and psychomotor aspects of students holistically and contextually (Wahyuningsih, 2021). Such a learning model is found in

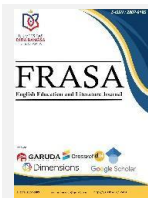


Expeditionary Learning (EL), which is contextually oriented and project-based so that it allows students to find personal meaning in each learning activity. Expeditionary Learning emphasizes the active involvement of students in acquiring knowledge and skills through authentic experiences, exploration, and interaction with the surrounding environment (Najib et al., 2025). This model is very relevant to the current vision of Indonesian education, especially in the implementation of the Independent Curriculum and the concept of deep learning, which prioritizes flexibility, independence, meaningfulness, and relevance of learning to local potential and needs (Hidayati et al., 2023).

EL's advantages become more significant when integrated with the Multiple Intelligences (MI) theory developed by Howard Gardner. The integration of EL and MI provides a strong pedagogical foundation as EL provides a diverse authentic experience that allows a wide range of intelligences to develop simultaneously. Such as linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalist, and spatial intelligence—which require diverse and adaptive models of teaching approaches (Almunadi & Azhar, 2023; Gardner, 2020; Thomas & Perwez, 2024). Recent studies have shown that learning strategies that integrate MI are able to improve motivation, critical thinking skills, social engagement, and student learning outcomes at various levels of education (Shofyana et al., 2025). Brown's (Brown, 2022) study in the United States, for example, shows that the implementation of EL in foreign language learning not only improves contextual language mastery, but also optimizes the potential of students' compound intelligence through real exploration activities, thereby strengthening the relevance of the integration of the two models in the context of modern education.

In addition to providing space for a diversity of intelligence, the implementation of EL-MI is also strengthened by a learning approach based on local wisdom. Direct exploration of local cultures, ecosystems, and communities provides a rich and contextual learning experience, while developing naturalistic, interpersonal, and spatial intelligence through observation, interviews, collaboration, and documentation (Shofyana et al., 2022). From a pedagogical perspective, this integration supports education that "humanizes humans" as affirmed by the humanistic approach, which is learning that places students as active, reflective, and connected subjects to their socio-cultural reality (Mauizdati, 2020). Thus, the EL learning model that integrates MI and local wisdom not only enriches the learning experience, but also strengthens students' cultural identity, character, and ecological awareness.

Based on the explanation above, this research that uses a qualitative phenomenological approach aims to bridge the gaps and shortcomings of empirical research on integrative learning models that can be directly applied by teachers. So then the idea emerged to try to integrate the integration of EL, MI and local wisdom through this research, so that it has great potential to strengthen the character, cultural identity, and competence of 21st century students (Mulyangga et al., 2024; Yusuf, 2023). This research is directed to answer three problem formulations, namely: 1) what is the dominant intelligence of students found by 25 English teachers in Batang Regency high schools?, 2) how is the implementation of expedition learning based on multiple intelligence and local wisdom?, and 3) what is the



impact on the development of students' competencies and character?. The formulation of this problem directs the research focus on the process and results of model implementation, as well as explores the dynamics of the integration of MI, EL, and local wisdom empirically.

METHOD

This study uses a qualitative approach with phenomenological design to explore in depth the experiences and practices of English teachers in high schools and vocational schools in Batang Regency in implementing the Expeditionary Learning (EL) learning model that is integrated with Multiple Intelligences (MI) and local wisdom. The phenomenological design was chosen because it is oriented towards understanding the meaning of subjective, interpretive, and reflective experiences experienced by teachers in the context of learning, so that it is in line with the research focus and in line with methodology in cutting-edge educational research (Badil et al., 2023). This study involved 25 English teachers, who were selected using purposive sampling, where the selected teachers were those who were actively involved and committed to the development of MI-based EL learning and local wisdom.

Focus Group Discussions (FGDs) are conducted prior to data collection to provide an overview and align objectives in the implementation of EL. The data collection techniques in this study were carried out through observation, questionnaires, and interviews. Observations were carried out to document the application of elements of local wisdom and the variety of students' intelligence in learning activities. Then the questionnaire was used to identify the tendency of students' multiple intelligence facilitated in the learning process, as well as teachers' perceptions of the effectiveness of the learning model. As well as interviews aimed to explore teachers' experiences and reflections on the implementation of EL-MI-local wisdom. In addition, other supporting documents such as learning tools, as well as student work were also collected to strengthen the data findings (Rismawati & Paais, 2024).

Data analysis is carried out through the stages of data reduction, data presentation, and literacy conclusion drawing (Hidayati et al., 2023). Data reduction is carried out by identifying and categorizing data according to the focus of the research. Data presentation is carried out through visualization and description of students' dominant intelligence as well as modeled learning strategies by teachers. This presentation is accompanied by concrete examples of the integration of local wisdom in learning activities supported by narrative quotes and documentary evidence (Aditama et al., 2022). Furthermore, conclusions are drawn by compiling a synthesis of findings, identifying patterns of experience, challenges, and practices in the implementation of EL- MI based on local wisdom.

Ethical approval for the study was officially granted by the host university following a thorough review of the research protocol. All participants subsequently provided informed consent after receiving a clear explanation of the study's objectives and procedures, ensuring that they fully understood their involvement and the voluntary nature of their participation (Bogdan & Biklen, 2020).

RESULTS AND DISCUSSION

The results of this study reveal important findings regarding the implementation of

Expeditionary Learning integrated with Multiple Intelligences and local wisdom in English language learning. The findings were obtained through phenomenological qualitative analysis based on observation data, questionnaires, interviews, learning documentation, and FGD with 25 teachers. The results presented illustrate the implementation patterns, pedagogical strategies, and key challenges that arise during the implementation of the learning model.

1. MI Mapping Strengthens Learning Strategies

Each student takes the Multiple Intelligence Test which consists of a questionnaire of eight aspects of intelligence according to Howard Gardner: Visual-Spatial, Musical, Kinesthetic, Interpersonal, Verbal-Linguistic, Logical-Mathematic, Naturalist, and Intrapersonal. To make the analysis easier, then these eight intelligences are given a letter code A to H.

The results of the test map the three dominant intelligences of each student, then recapped to obtain collective tendencies in each class. For example, from the mapping of student intelligence by Teacher 01, it was found that the dominance of kinesthetic intelligence (E), then logical-mathematical (B), and interpersonal (F) was found. The same is done in Teacher 02 and so on until Teacher 25, with a variety of intelligence combinations that represent the diversity of student learning profiles.

Of the 25 teachers who carried out the Multiple Intelligence Test, it can be seen that the first, second and third dominance of students' intelligence can be seen. Here is the first dominant intelligence graph discovered by teachers.

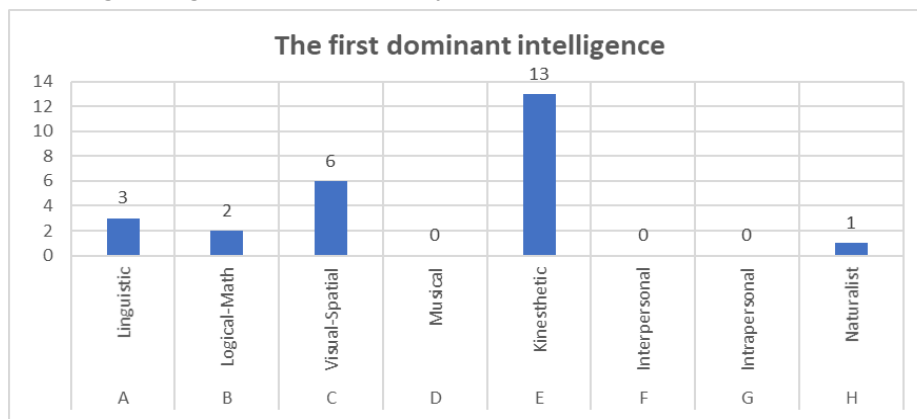


Figure 1: The first dominant intelligence

From the first dominant intelligence graph above, it can be seen that kinesthetic intelligence (E) dominates, 13 teachers found this dominance in the class they tested. This dominance of intelligence shows that the majority of students are more interested in learning activities through physical experience, through practice, and directly involved in activities.

The dominance after that was the visual-spatial intelligence (C) of students found by 6 teachers, and linguistics (A) as many as 3 teachers. Visual intelligence shows that students have the ability to visualize and remember visual information well. In this case, teachers will create projects that accommodate these tendencies. While musical (D) and intrapersonal (G)

intelligence tend to be less found as the main dominant intelligence.

Although musical, intrapersonal, and interpersonal intelligence was not found to be the first dominant intelligence. But the three intelligences were found in the recap of the overall intelligence data obtained by the teacher. This shows that most students have diverse combinations of intelligences, thus demanding the adaptation of varied learning strategies. As in the following distribution graph, a more even distribution for all intelligences is obtained

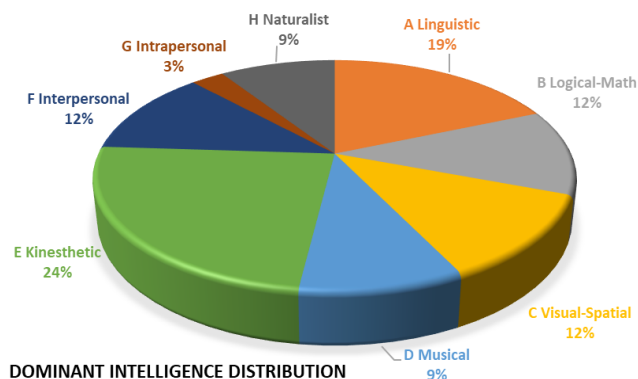


Figure 2: The dominant intelligence distribution

From the analysis of the results of the Multiple Intelligence Test revealed a diverse pattern of students' dominant intelligence, with kinesthetic intelligence emerging as the main tendency in the majority of classes. These findings provide an empirical basis for designing learning strategies that are in line with students' intelligence profiles.

2. MI-Based Expeditionary Learning and Local Wisdom

Based on the diagnostic results of multiple intelligence, teachers design expeditionary learning that is contextual according to the student's intelligence profile and oriented to local wisdom, such as field observation for visual-spatial students, collaborative projects for kinesthetic students, or group discussions for interpersonal students (Aditama et al., 2023; Ramayanti et al., 2023).

In this study, it was found that the selected strategies included project-based learning, the use of visual media, teaching aids, physical activities, and direct exploration to relevant locations, such as local product (UMKM) promotion, tourist attractions, and regional cultural preservation. This adjustment aims to accommodate the intelligence tendencies of the majority of students, especially those with kinesthetic, visual, linguistic, logical-mathematical, and naturalistic intelligence. The following are the various authentic learning projects carried out by teachers in expedition learning based on multiple intelligence and local wisdom.

Table 1: Implementation of Expeditionary Learning by Teachers

Frequency of Teacher (N=25)	Number & Percentage of Teacher	Expeditionary Learning Projects	Dominant Intelligence	English language competencies
12	(48%)	UMKM product Leaflet & Video	Visual, Kinesthetic, Linguistic, Logic-math	Speaking, Writing/Desc Text, Vocabulary

9	(36%)	Drama & Traditional games	Linguistic, Interpersonal, Kinesthetic, Logic-math	Speaking, Reading, Listening
4	(16%)	Tourism promotion Leaflet & Booklet	Naturalist, Visual, Linguistic, Interpersonal	Descriptive text, Presentation, Speaking

Analysis of the project distribution shows that the majority of teachers, namely 12 teachers or 48% of teachers, implement industrial expeditions and promotion of local products, this accommodates visual, kinesthetic, linguistic, and logic-math intelligence and can develop competencies in Speaking, Writing or Descriptive Text, Vocabulary. Then, as many as 9 teachers, 36% of whom developed simulations or dramas and traditional games, and 16% or 4 teachers chose tour expeditions and tourism promotions. Each of these types of projects also requires mastery of different English competencies, ranging from speaking, reading and listening to simulated traditional dramas and games. As well as Descriptive text, Presentation and Speaking in the development of tourism promotion booklet projects.

3. Expeditionary learning strengthens cultural identity and language competency

The implementation of EL opens up space for teachers to apply varied learning patterns in a variety of authentic activities that appreciate the surrounding environment and are integrated with English language competencies. Thus, learning English is no longer understood as a separate process from everyday life, but rather as a means of understanding, interpreting, and constructing meanings based on real experiences. In this study, the variative learning carried out by the teacher as an example of Teacher no.13 who uses a local folklore simulation learning strategy, namely the 'legend of Alas Roban'.

Supporting Quote (Teacher code no.13):

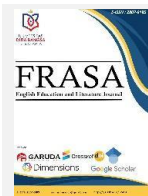
He said, "reading this legend in English, then discussing, making a story map and writing the end of the story itself is very helpful for students' speaking skills".

Through this process, students not only understand the content of the story, but also learn to express ideas, negotiate meaning, and develop storylines with their own creativity. This strategy shows that the integration of local cultures within the framework of EL is not only effective in improving language skills, but also contributes to character formation and strengthening of cultural literacy. The same thing was also conveyed by Teacher no.22 who implemented learning through the creation of a 'jodo beach' tourism promotion leaflet.

Supporting Quote (Teacher code no.22):

He added, "this fosters students' pride in the local culture and it turns out that they are able to promote it globally".

The activities carried out by the teacher began with a direct visit to the tourist location, where students observed the potential destination, recorded important information, and documented its uniqueness. In this learning, students are divided into several groups in which there are students who learn to design promotional leaflets, there are those who write promotional texts, and there are students who present their work to the audience. So that



students can develop optimally according to the uniqueness of their potential and intelligence - ranging from naturalist intelligence when observing the environment, visual intelligence, linguistic intelligence, to interpersonal intelligence when collaborating with their peers (Widiana et al., 2021). The success of expedition learning in strengthening students' cultural identity and English competence was also confirmed by the teacher of SMK Ma'arif (code no.11), who carried out learning through the Emping Mlinjo local product promotion leaflet project, stating, "with this method there is an increase in student enthusiasm, because the learning process is more creative"

DISCUSSION

The results of this study show that the integration of Multiple Intelligences (MI) in the design of expeditionary learning based on local wisdom is able to produce more relevant learning and oriented to the real needs of students. MI mapping identified the dominance of kinesthetic, visual-spatial, and linguistic intelligence, which teachers then translated into expedition activities such as field observations, tourism leaflet making, UMKM video projects, folklore dramas, and traditional games. These findings confirm that MI assessments not only map students' learning profiles, but also serve as a pedagogical basis for selecting appropriate strategies—in line with Gardner's (Gardner, 2020) view that effective learning demands differentiation based on intelligence variations.

Furthermore, the results of this study show that the integration of MI with the local cultural context strengthens the authenticity of the learning process, increases student participation, and encourages the use of English in meaningful situations (Laksono et al., 2024). Expedition activities allow students to connect languages, cultures, and hands-on experiences, so that learning focuses not only on linguistic skills, but also on strengthening cultural literacy and character. Thus, this study emphasizes that a real-life experiential learning model can be a strategic approach to optimize students' potential while contextualizing English in daily life.

Theoretically, the findings of this study strengthen and expand on research results related to MI and local culture, such as research by Aditama (Aditama et al., 2023) and Sofyana (Shofyana et al., 2024). If Aditama et al. position the Multiple Intelligence Test as a diagnostic instrument to map the initial characteristics of students, this study further fills an important gap in the literature by showing how the mapping results are implemented directly in the planning and implementation of learning in various local contexts (Annisha, 2024). Meanwhile, it is different from Sofyana et al.'s focus on the effectiveness of culture-based game-based learning. This research offers a more comprehensive understanding of how expedition-based learning experiences not only increase student motivation and participation, but also strengthen cultural identity and provide an authentic context for the development of English language competencies.

The research findings also have important implications practically as well as theoretically. In practice, MI-based expeditionary learning strategies have been proven to help teachers achieve the principles of Independent Learning, namely relevant, differentiated, and student-centered learning (Patras et al., 2023; Sundari et al., 2022). Authentic experiences such as visits to UMKM or local tourism have been proven to increase students' enthusiasm



and confidence in using English. Theoretically, this study emphasizes that the integration of MI and local wisdom can be a pedagogical framework that bridges academic needs and character strengthening needs (Andini, 2022), especially the values of mutual cooperation, creativity, and cultural appreciation.

Although it provides strong findings, this study has limitations in the homogeneity of the characteristics of the teachers involved, because all participants come from the same district with relatively similar socio-cultural backgrounds, and school policies. According to Creswell & Poth (Creswell & Poth, 2018), the homogeneity of participants in qualitative research can limit transferability because uniform social and institutional contexts tend to result in relatively consistent patterns of practice. This condition has the potential to affect the variation of learning strategies that emerge and limit the breadth of interpretation to more diverse contexts. This homogeneity can also cause the implementation pattern of expeditionary learning to appear more uniform than possible variations that may occur in regions with higher levels of cultural, geographical, or institutional heterogeneity. Therefore, further research is recommended to involve teachers from different regions with different characteristics so as to produce a richer comparative picture, test the stability of findings across contexts, and identify region-specific factors that affect the effectiveness of integrating MI and local wisdom in learning.

Overall, this study confirms the important contribution that MI-based expeditionary learning and local wisdom are able to build a more relevant, humanistic, and context-oriented English learning ecosystem. This approach not only improves linguistic skills, but also strengthens students' cultural identity and environmental literacy—two aspects that are indispensable in the development of the Pancasila Student profile. These findings are expected to serve as a reference for teachers and educational institutions in designing innovative learning that is student-centered and local cultural roots.

CONCLUSION

This study shows that the integration of Expeditionary Learning with Multiple Intelligences and local wisdom is able to answer the needs of English learning that are more contextual, humanistic, and relevant to the needs of students. MI mapping identified the dominance of kinesthetic, visual-spatial, and linguistic intelligence, which teachers then applied in various expedition projects such as UMKM observation, tourism leaflet making, local cultural drama, and traditional games, so that the strategies used were truly aligned with the students' learning profiles. This implementation has been proven to increase participation, motivation, creativity, English language competence, and strengthen students' cultural identity, while confirming that authentic learning experiences provide space for the development of multiple intelligences more optimally. Practically, these findings reinforce the relevance of local context-based learning models and serve as a reference for implementing differentiated learning; while theoretically, this study expands the understanding of the application of MI assessment results in real learning design across cultural contexts. The next study is recommended to involve teachers from more diverse regions to obtain a broader comparative picture, as well as explore contextual factors that affect the effectiveness of integrating MI, EL, and local wisdom in learning.



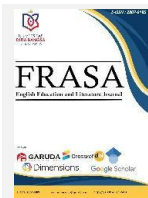
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