

Intrapersonal Intelligence: Differentiated Learning Builds Human Resources with Superior Education


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ABSTRACT

The Differentiated learning is a student-centered learning that can serve as an effective strategy to foster intrapersonal intelligence, ultimately contributing to the development of high-quality human resources through education. Teachers, as facilitators, play a pivotal role in understanding and addressing students' diverse learning needs, including the cultivation of intrapersonal intelligence – an essential component in shaping individual character and personal abilities. This study aims to explore the role of teachers in implementing differentiated learning to enhance students' intrapersonal intelligence. Utilizing a qualitative research approach, data were collected through observations, interviews, and document analysis within a vocational high school setting. The findings reveal that teachers who are adept at recognizing each student's unique potential and who create adaptive, responsive learning environments significantly contribute to the development of students' self-awareness, emotional regulation, and decision-making abilities. Furthermore, effective differentiated learning strategies have been shown to inspire students to discover and maximize their potential, thereby supporting the development of human resources who are not only intellectually capable but also possess strong intrapersonal competencies. The researchers also served as facilitators in enhancing teacher competencies in the P4 Central Jakarta program for vocational high school educators.

Keywords: Intrapersonal Intelligence, Differentiated Learning, High-Quality Human Resources

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INTRODUCTION

Building superior human resources encourages students to have various awareness and intelligence, one of which is intrapersonal intelligence (Yan et al., 2024). This intelligence directs students to the ability to control emotions, motivate themselves, and analyze strengths and weaknesses (Garcia-Peinado, 2024). This intelligence equips students to be more characterful so that they have superior competitiveness (Hawwin Muzakki, 2023). In a vocational high school environment, intrapersonal intelligence in differentiated learning requires awareness to be able to work together, respect differences, and be responsible for achieving learning goals (Anggoro et al., 2024).

The percentage level of intrapersonal intelligence in differentiated learning is 40%. This situation really requires a change in learning style to improve intrapersonal intelligence in vocational high school students (Sousa et al., 2023). The lack of intrapersonal intelligence and the lack of a sense of responsibility have an impact on the high rate of delinquency that occurs in vocational high school students in Jakarta (Retnanto, 2017). To minimize the level of

delinquency in vocational high school students, learning is needed that can increase a sense of responsibility and empathy in students (Tuti Syafrianti & Fitri Ayang Sari, 2022)

Improving the quality of human resources (HR) is the main focus in developing a nation. Education as the main foundation for HR development has the responsibility to not only improve intellectual abilities but also shape students' intrapersonal intelligence (He et al., 2023; Sari et al., 2024). Intrapersonal intelligence, namely the ability to understand oneself, manage emotions, and make wise decisions, is an important asset in facing global challenges (Aksu et al., 2023). However, in educational practices in Indonesia, the development of intrapersonal intelligence often does not receive adequate attention (Makrufi & Prihatno, 2020).

The diversity of student characteristics in one class presents a challenge. Students have different backgrounds, interests, potentials, and learning styles (Churngchow et al., 2020). Unfortunately, the traditional, uniform learning approach is less effective in meeting the individual needs of students. This results in students' potential, especially in the intrapersonal aspect, not being optimally explored (Anggrawan et al., 2023). Students' low ability to understand and manage themselves often results in low self-confidence, immature decision-making, and unpreparedness to face future challenges (Fleischmann et al., 2023).

Current learning is more directed and focused on cognitive aspects and seems to ignore other potentials and intelligence. Learning outcomes in the form of grades are still the main indicator of learning success (Trigueros et al., 2019). Cognitive intelligence is usually identical to learning related to mathematics or related to calculations and formulas. While from the learning outcomes, an average of only 5% of students can follow it (Chasanah, 2021).

Figure 1 Number of violence in age groups in 2024



In the records of the Indonesian government, the source of which was taken from the Ministry of Child and Women's Empowerment, the number of delinquencies among school students is still high. This can be seen from the data on victims of 8117 in the age range of 13-17. School age from junior high school and high school levels (Nashriana et al., 2023). This can be an indicator if learning in schools requires innovation in learning so that it is not only oriented towards cognitive intelligence but also provides opportunities for students to develop other intelligences (Aazami et al., 2023).

The high number of cases of violence against school-age children indicates that there are still many problems in learning and does not reflect that schools are safe and comfortable places to learn (Steyn et al., 2024). School is the second place where students spend their time after home. Students must continue to receive proper education in order to form their character and become superior human beings and develop their abilities (C. K. J. Lee & Huang, 2021).

School children's delinquency often involves vocational school students, both public and private. Vocational schools that develop more abilities and skill development are indeed dominated by men, which can reach 90%. Although the proportion of learning in vocational schools is 60% more practical, this does not make students focus on skill development (Lorensia & Setyanto, 2019). From external police to involving vocational school students to become anti-

brawl ambassadors. Quoted by detik.com, in Jakarta itself, vocational school students are often identified as often doing brawls between students (Wahidah & Firman, 2020).

The proportion of 60% practice is not enough to make vocational high school students focus on skill development. This is an indicator that learning that provides a greater proportion of practice has not been able to make vocational high school students in Jakarta aware that schools provide great opportunities for self-development (Zhao et al., 2024). Vocational high school students still consider themselves superior to other high school students. In fact, the government has developed many vocational high schools to equip their students to have and become superior students and have competitiveness in the world of work and industry (Wilk et al., 2020).

If cognitive intelligence is used as the main indicator of learning success, it is not entirely true; many events that are very contrary to the facts have occurred in world figures, where their success is not determined by the education they have taken but rather by learning that is centered on their abilities (Kong & Wang, 2024). In this context, learning outcomes must be developed more widely, one of which is by changing the learning method to be more open to provide wider development space for students (Hughes & Marhatta, 2023).

What is taught can be modified to suit the students' ability level. For example, students who are quicker to grasp the material can be given additional challenges. The end result of the learning process can be adjusted, such as choosing a form of assignment that suits the students' abilities or interests (Ling et al., 2024). Learning for students can vary, such as using group discussions, independent exploration, or project-based learning. The ongoing learning process can also be modified, such as by providing flexible learning spaces to support concentration or collaboration (Weiland et al., 2023).

The purpose of education is not just to make students smart but also how education can provide real-life experiences and make humans who are qualified and useful for others, presenting human values to become the most basic thing (Y. J. Lee & Anderman, 2020). In the reality of life, cognitive intelligence that is put forward makes students only focus on the grades they get, so this has an effect on the intensity of social interaction (Alahmad, 2020).

Differentiated learning has begun to be applied in several educational policies, its implementation in vocational schools still faces problems (Fauzia & Hadikusuma Ramadan, 2023). Limited understanding of teachers on differentiated learning strategies, lack of training, and limited facilities and infrastructure are factors that hinder the effectiveness of implementing this concept. Therefore, further research and studies are needed on how differentiated learning can be a solution in developing students' intrapersonal intelligence and improving the quality of superior human resources (Barman & Roy, 2021).

The lack of social interaction that occurs creates an individualistic attitude that can result in a lack of sensitivity or social sensitivity (Alannasir, 2020; Haratua et al., 2024; Afita, L., & Nuranasmita, 2023). Cognitive intelligence measured in the form of grades also often becomes arrogance for students who can achieve it and becomes an apathetic attitude for students who have not been able to achieve it, which, according to the author, is not the goal of learning. The essence of the goal of learning is to produce superior human resources by adjusting to their respective abilities (Zhang et al., 2020).

Differentiated learning emerged as an innovative approach to address this issue. By adjusting teaching strategies based on students' needs, abilities, and interests, differentiated learning provides opportunities for each student to develop according to their potential (Lim & Park, 2022). Teachers have a central role in designing and implementing this approach so that it can create a personal and meaningful learning experience for students. However, the implementation of differentiated learning in the field still faces various obstacles, such as limited teacher understanding, lack of supporting facilities, and limited time to design adaptive learning (S. Wang et al., 2023; Alam et al., 2024).

In the context of building superior human resources, the development of intrapersonal intelligence through differentiated learning becomes an urgent need (Legi et al., 2022). This requires an effective and comprehensive learning strategy, where teachers not only teach but also guide students to recognize and maximize their potential (Bagea et al., 2023). Therefore,

this study was conducted to examine the role of teachers in differentiated learning and their contribution to the development of students' intrapersonal intelligence as an effort to realize superior education that is able to produce quality human resources (Maryati et al., 2020).

Building superior human resources through education requires collaboration between the development of intellectual and intrapersonal intelligence. Intrapersonal intelligence provides the foundation for students to develop independence, responsibility, and the ability to make decisions that are oriented towards positive values (Shephard, 2022; Buaja et al., 2024). Therefore, teachers who are able to implement differentiated learning effectively contribute to the creation of individuals who are not only academically intelligent; students also have social intelligence, emotional intelligence, but also have mature personalities, are brave in positive aspects, and are competitive (Kalka et al., 2022).

From the data and background of the problem, learning requires innovation in order to develop students' talents and interests based on their abilities (Listyowati et al., 2023). Learning that has been centered on teachers becomes centered on students; intelligence is developed not only cognitively but also includes intrapersonal, so that students are not only smart in achieving grades but also smart in emotional and social sensitivity. This will produce superior education in forming competent human resources (Barirohmah & Subiyantoro, 2021). This study aims to make differentiated learning in building intrapersonal intelligence in vocational school teachers as an effort to improve the quality of learning in vocational schools.

METHOD

Qualitative approach that will be used for this research (Yu et al., 2022). This research aims to produce data in the form of reliability that occurs in differentiated learning in secondary schools in the Central Jakarta area, which is carried out at the education training and development center. This study involved 10 vocational high school teachers and a total of 315 students in the Central Jakarta sub-district environment, covering 4 sub-districts: Menteng, Tanah Abang, Gambir, and Sawah Besar. The object of this research was carried out on teachers and teachers at the school who would carry out activities to be carried out by their respective schools. The research was conducted for 1 semester from January 2024 to July 2024. The following are the research steps carried out:

1. Problem identification
This activity is carried out to find out what the problems are in learning so far. Problems are the first step in formulating changes to be made.
2. Planning
This activity is carried out to compile the steps that will be implemented in activities that are sourced from data generated from the analysis stage. Planning is made in detail so that the objectives of the research can truly be achieved. Planning will be a reference and guide so that the research objectives focus on answering the problems.
3. Implementation
After the analysis results are obtained, then the steps are carried out at this stage. Teachers begin implementing in their respective schools for the next six months.

Data analysis was carried out in three stages as follows (Abelairas-Etxebarria & Astorkiza, 2020).

1. Observation
Observation activities to ensure all activities in learning. Observation sees and records in detail what students do in learning activities.
2. Interview
Interviews were conducted randomly with 6 students and 4 teachers as research objects. This activity is carried out to explore the results of observation notes that have been carried out in the initial stage of data analysis.
3. Other data sources and triangulation
Other data sources are obtained through focus group discussion forums (FGD), which will be conducted by researchers with teachers who carry out learning activities in their

respective schools. The results of this data will enter the triangulation stage, or data processing, to produce a conclusion from the research conducted (Lowell & Tagare, 2023).

Figure 2 data analysis



RESULT AND DISCUSSION

This study involved 10 teachers from vocational schools in the Central Jakarta Sub-dept. 1. Each teacher conducted a trial of differentiated learning in each class, where each class had an average of 32 students. So the total number of students involved was 315.

Table 1 Vocational High Schools from 4 sub-districts

No	School name	Number of students
1	SMK Global Media Gambir	30
2	SMK Al Irsyad Petojo Gambir	30
3	SMK N 19 Tanah Abang	32
4	SMK Muhammadiyah 2 Tanah Abang	30
5	SMK N 38 karet Tengsing	33
6	SMK PGRI 31 Petamburan Tanah Abang	32
7	SMK N 16 Menteng	32
8	SMK Jaya Wisata Menteng	32
9	SMK N 27 Sawah Besar	32
10	SMK Kartini 1 Sawah Besar	32

Schools have vocational programs that further enhance students' skills. Although the vocational curriculum is dominant, if we look at student learning outcomes, there are still many obstacles in learning. The proportion of learning achievement is seen as only 40% of all students who can develop skills in their vocational programs. While 60% still find many obstacles. In fact, if we refer to the provisions of the learning process in vocational schools, the proportion is 60% practice and 40% theory, but this is not enough to develop students' abilities, so innovation is needed in their learning.

In an interview conducted by students of SMKN 27 *"although the portion of practice is greater, in learning the teacher still conveys a lot of theory that will take up practice time*. From this incident, the teacher seemed not to understand the allocation of time that should be directed at practical activities, thus hindering the development of students' abilities in improving skills. (interview with students of SMKN 27 Tuesday, July 2, 2024).

The researcher tried to clarify with the teacher *"I often forget to allocate practice time for students, so the time is used up for theory in class. I still think there should be more theory even though it should give students the opportunity to develop their abilities"*. This condition makes learning not centered on students which has an impact on the running out of practice time. (interview with a teacher at SMKN 27 Tuesday, July 2, 2024).

Statement of Muhammadiyah Vocational High School students majoring in office administration *"the material delivered still uses the old method, while currently office administration has used a lot of technology, while teachers are less proficient which makes students confused with the standards applied"*. In this incident, teachers do not motivate themselves to develop competencies in utilizing technology in learning. (interview with Muhammadiyah Vocational High School students, Friday, July 5, 2024).

In principle, teachers are very aware of the shortcomings in the use of technology *"because we are old, so we just encourage children to learn independently, but learning becomes less effective because students do not have a definite reference so they become confused which has an impact on their learning outcomes"*. Teachers are aware of their shortcomings in utilizing technology in learning (interview with Muhammadiyah Vocational School teachers, Friday, July 5, 2024).

Another obstacle was conveyed by SMK Al Irsyad students, *"During practice in the workshop, the teacher only gave instructions without explaining further. If we asked questions, he often answered in a high tone, so we were afraid to ask again"*. The lack of intrapersonal intelligence makes it difficult for teachers to build good relationships with students, which ultimately hinders communication and students' courage to participate in learning. (interview with SMK Al Irsyad students, Thursday, July 11, 2024)

Another student expressed his opinion, *"I actually like automotive, but the way the teacher teaches makes me bored quickly. There is no encouragement or motivation from the teacher to delve deeper into the material."* Teachers who do not have intrapersonal intelligence often fail to motivate students, so they lose their enthusiasm for learning and have no motivation to develop further. (interview with students of SMK Al Irsyad Thursday, July 11, 2024)

The implementation of the independent curriculum provides a great opportunity to improve the quality of learning in schools. The selection of the right learning model and method will produce the quality of learning that is in accordance with learning outcomes. Problem identification includes anything that hinders learning. The focus of the research is on the development of skills in students. Based on the evaluation carried out on vocational high school teachers when carrying out practical activities, teachers do not provide full autonomy to students.

In terms of intrapersonal intelligence, especially students, there is still no great desire for students to innovate, while teachers do not yet have a high awareness to provide learning autonomy to students, especially in practical activities. Students are not yet able to plan and determine learning outcomes, while teachers always hope that students can understand that learning can occur quickly; on the other hand, teachers still often intervene in student learning. This is what makes students less developed.

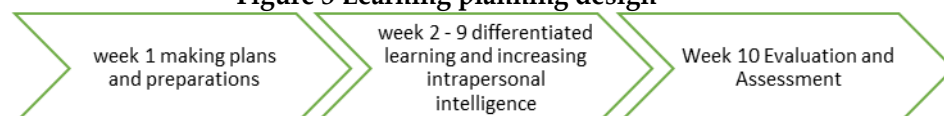
Intrapersonal intelligence focuses on 3 points of the theory developed by Howard Gardner, namely focusing on controlling emotions, motivating oneself, and analyzing strengths and weaknesses (Sherman et al., 2023; Murwanto et al., 2025; Hasanah et al., 2025; Maryani & Prayitno, 2024). This is aimed at teachers and students. Teachers are very aware of these shortcomings, so they need to improve intrapersonal intelligence to be able to apply differentiated learning to students so that students can develop their skill abilities.

1. Learning Planning

Learning planning is arranged as a flow that must be carried out by students and teachers in providing a proportion of practice with more time; in other words, theory can be included as a form of collaboration between students and teachers when students practice. The greater portion of practice aims to create a differentiated learning climate, namely by providing more autonomy to students.

The teacher only provides an outline; this aims to make students think critically and creatively in compiling the necessary learning activities. The rest of the students are given the freedom to compile the steps from start to finish. In 1 semester the teacher gives 2 projects where each project must be completed within 10 weeks. With details of 1 week for planning and preparation, 8 weeks of practice, and 1 week for evaluation.

Figure 3 Learning planning design



At this stage, learning is further enhanced in the aspect of student learning autonomy. The proportion of practice becomes 80%. Theory in class becomes 20%. The portion is more

on practice to prioritize differentiated learning so that students have more time for discussion and collaboration with fellow students. Meanwhile, teachers are sufficient as facilitators. The purpose of the proportion on practice is so that students can truly develop their potential and abilities.

The learning autonomy given to students still refers to the curriculum and learning outcomes, but the assessment still refers to the learning process because not all students have the same understanding. Learning planning will be a reference or stage that must be passed to measure the effectiveness of differentiated learning that has been carried out. At this stage, the teacher has also entered into assessing interpersonal intelligence in 3 components, namely controlling emotions, motivating oneself, and analyzing strengths and weaknesses.

Changes in learning are not in regulation but more in practice with the aim of giving more portions to students. Autonomy in learning is more aimed at making the learning process lead to differentiated learning, and teachers and students can improve intrapersonal intelligence. Especially for students, the goal is for students to have more empathy, which will have an impact on the emotional level so that it can reduce or even eliminate delinquency in students in vocational schools.

So far in learning it has been found that students do not have autonomy let alone full autonomy. Practice time is still often drawn in theory sessions, not to mention when teachers practice still limiting creativity where the benchmark for learning achievement is still focused on the results that teachers want. Standards and uniformity of results are obstacles for students to develop their best potential.

From the roadmap of learning planning, teachers change learning with a differentiated approach, both teachers and students, to improve intrapersonal intelligence, where teachers give full trust to students in achieving learning and more assessment of the process. While students who improve and habituate intrapersonal intelligence can use their common sense to become students who are not easily emotional. Able to motivate themselves and know their shortcomings to continue learning and know their strengths to continue developing their abilities.

Learning planning is designed to change learning that has been centered on teachers to be centered on students by providing learning autonomy. Differentiated learning will train teachers and students to improve intrapersonal intelligence, where in the end the teacher does not dominate, and students can develop their ability to think critically and creatively. The intrapersonal intelligence that is formed will produce a character to no longer carry out actions such as brawls and others.

Learning autonomy refers to students' ability to take responsibility for their learning, including making decisions about the goals, methods, and evaluation of their learning. In differentiated learning, teachers provide opportunities for students to choose learning methods, types of tasks, or learning resources that suit their interests, readiness, and profiles. This approach can significantly improve the quality of learning and student engagement.

Teachers provide a supportive environment, appropriate materials, and activities that stimulate students' self-awareness without explicitly directing them. Encourage students to find their own answers, explore options, and reflect on the learning process. Select learning materials that inspire students to reflect on their personal experiences, such as inspirational stories, motivational videos, or case studies. Give students autonomy to choose learning resources that are relevant to their life experiences.

Differentiated learning aims to meet the different needs of students who have three steps: differentiated content, differentiated process, and differentiated product. In the content, the teacher provides material according to the readiness of the students, in terms of the process, where the teacher gives autonomy to what learning model will be used by the students, and from the product aspect, autonomy is also given to convey the learning process with any media, whether in the form of presentations, writing or animated videos.

This approach places students as the main subject of learning. By paying attention to students' needs, interests, and learning styles, differentiated learning can help them

understand themselves, manage emotions, and develop students' personal potential optimally. Howard Gardner's theory of multiple intelligences is the ability to understand oneself, including emotions, motivations, and strengths and weaknesses. Differentiated learning creates space for students to explore their potential. There are 3 approaches to differentiated learning, namely:

a. Differentiated content

Teachers only provide material in outline form, then learning materials selected based on students' interests and experiences encourage them to better understand their strengths, weaknesses, and personal values. Reflective content, such as stories, case studies, or texts containing open-ended questions, encourages students to think about what they are learning about themselves. Through the choice of content that is relevant to personal interests or goals, students become more engaged and motivated to learn. When students are given the freedom to choose learning materials, students learn to be responsible for their decisions, which strengthens self-awareness and self-management. From the aspect of intrapersonal intelligence, students are able to recognize their values, strengths, and weaknesses through the content they choose. With relevant content, students are more motivated to learn and achieve their personal goals (Y. Wang & Li, 2023).

b. Process differentiation

Process differentiation in learning refers to teachers' efforts to provide variations in the way students learn material, based on their learning styles, interests, and readiness levels. When applied to improve intrapersonal intelligence, process differentiation helps students recognize the most appropriate way of learning, understand their emotions during the learning process, and develop self-management skills. Here, students in groups determine their learning methods based on their agreement. Different activities and selection of learning methods help students recognize their emotions in certain learning situations, such as difficulties when learning independently or happiness when working together. Students not only get learning experiences that suit their needs, but also develop intrapersonal skills that help them recognize, understand, and manage themselves better. This will bring long-term benefits, both in academics and in their daily lives (Melesse & Belay, 2022).

c. Product differentiation

Differentiated learning gives students the freedom to produce work or final assignments based on their interests, abilities, and learning styles. This approach allows students to explore the best way to express themselves, which directly contributes to the improvement of intrapersonal intelligence, the ability to understand themselves, emotions, strengths, and weaknesses. Students can choose products that reflect their learning styles and interests, such as making posters, writing essays, making videos, or compiling presentations. The process of choosing and making products, students recognize strengths. The autonomy given to determine the final product of learning is responsible for their decisions and the results produced. Students not only learn academic material but also develop a deeper understanding of themselves. This is very important in improving intrapersonal intelligence, which helps students become more self-aware, confident, and able to manage emotions and decision-making (Nuriyani et al., 2023).

The following are the results obtained from the implementation process of learning activities from week 2 to week 4. The assessment indicators were taken from the results of the small group mid-semester test, where each class was taken by 5 students from an average of 32 students.

Table 2 results of small group evaluation in the middle of the semester

No	School name	Learning Effectiveness					Increased intrapersonal intelligence
		1	2	3	4	5	
1	SMK Global Media Gambir	√	√	√	√	√	Ya

2	SMK Al Irsyad Petojo Gambir	√	√	√	√	√	Ya
3	SMK N 19 Tanah Abang	√	√	√	√	x	Kurang (3 siswa)
4	SMK Muhammadiyah 2 Tanah Abang	√	√	√	√	√	Ya
5	SMK N 38 karet Tengsing	√	√	√	√	√	Ya
6	SMK PGRI 31 Tanah Abang	x	√	x	√	√	Kurang (3 siswa)
7	SMK N 16 Menteng	√	√	√	√	√	Ya
8	SMK Jaya Wisata Menteng	√	√	√	√	√	Ya
9	SMK N 27 Sawah Besar	√	√	√	√	√	Ya
10	SMK Kartini 1 Sawah Besar	√	√	√	√	√	Ya

Referring to the results of the mid-semester test conducted on small groups where each school had a total of 50, there was effective learning in differentiation that had been carried out; only 3 students still had difficulties. After being interviewed, the three students answered that they still thought that learning was still centered on the teacher. While from the aspect of intrapersonal intelligence there were 2 schools, namely SMK 19 and SMK PGRI 31, as many as 6 students.

The results based on small groups of learning effectiveness reached 94% of 50 students; only 3 students stated that they did not understand the objectives of differentiated learning, while intrapersonal intelligence was 88%. The reason for the 6 students was that they could not fully control their emotions and still wanted to be dominant. These notes will be improved where the assessment indicators will be implemented at the end of the semester learning time.

The majority of students gave arguments related to learning that provides autonomy to students. This encourages students to think creatively. If so far students are reluctant to have a dialogue with teachers, with differentiated learning, the dialogue process also seeks fluidity, which makes the relationship between teachers and students much closer. From the aspect of teachers, they also feel more appreciated. Teachers understand more about their interests and talents, while students know exactly what they need to develop in themselves.

Table 3 large group assessment Large Groups

No	School name	Number of students	Learning Effectiveness		Increased Intrapersonal Intelligence	
			Ket	%	Ket	%
1	SMK Global Media Gambir	30	(5) not enough	83,4 %	(8) not enough	73,3%
2	SMK Al Irsyad Petojo Gambir	30	(4) not enough	86,7 %	(7) not enough	76,6 %
3	SMK N 19 Tanah Abang	32	(3) not enough	90,6 %	(9) not enough	71,8%
4	SMK Muhammadiyah 2 Tanah Abang	30	(6) not enough	80 %	(8) not enough	73,3 %
5	SMK N 38 karet Tengsing	33	(6) not enough	81,8 %	(12) not enough	63,6%
6	SMK PGRI 31 Tanah Abang	32	(3) not enough	90,6 %	(10) not enough	68,7 %
7	SMK N 16 Menteng	32	(2) not enough	93,7 %	(9) not enough	71,8 %
8	SMK Jaya Wisata Menteng	32	(7) not enough	78,1 %	(11) not enough	65,6 %
9	SMK N 27 Sawah Besar	32	(5) not enough	84,3 %	(8) not enough	75 %
10	SMK Kartini 1 Sawah	32	(4) not	87,5 %	(14) not	56,2 %

Besar	enough	enough
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Based on the mid-semester evaluation conducted on a large group scale, it was obtained from 10 schools that there were a total of 315 students, of which 45 students were not yet effective and 96 students had not yet improved their intrapersonal intelligence. So if seen from the percentage, the effectiveness of differentiated learning as a whole, the success rate reached 85.7%, while the success rate in improving intrapersonal intelligence was at 69.5%.

The smallest percentage in the school environment on the effectiveness of differentiated learning is 78.1% in SMK Jaya Wisata Menteng, and the highest percentage is 90.6% in SMKN 19 Tanah Abang. For increasing intrapersonal intelligence, the smallest percentage is 56.2% in SMK Kartini Sawah Besar, and the highest is 76.6% in SMK Al Irsyad, Gambir District. This note will be the focus of improvement in the final semester assessment of learning.

The highest level of difficulty in the effectiveness of differentiated learning lies in the involvement of teachers who are still dominant, thus limiting student creativity. Students become less understanding of the goals to be achieved, while most students already understand the concept and objectives of differentiated learning. At the level of intrapersonal intelligence, it must be entirely based on emotional control in collaboration. The case is difficult to unite the goals of the final results between one and another.

Learning activities are continued in the following week, starting from week 5 to week 9. This is done to continue the learning planning that has been made, as well as to achieve the objectives of learning. Teachers provide notes that are the focus of improvement. Mentoring is carried out focused on students and groups who, in the mid-semester assessment, experience difficulties both in learning and in increasing intrapersonal intelligence.

Table 4 results of end of semester assessment in small groups

No	School name	Learning Effectiveness					Increased intrapersonal intelligence
		1	2	3	4	5	
1	SMK Global Media Gambir	√	√	√	√	√	Yes
2	SMK Al Irsyad Petojo Gambir	√	√	√	√	√	Yes
3	SMK N 19 Tanah Abang	√	√	√	√	√	Yes
4	SMK Muhammadiyah 2 Tanah Abang	√	√	√	√	√	Yes
5	SMK N 38 karet Tengsing	√	√	√	√	√	Yes
6	SMK PGRI 31 Tanah Abang	√	√	√	√	√	Yes (1 student)
7	SMK N 16 Menteng	√	√	√	√	√	Yes
8	SMK Jaya Wisata Menteng	√	√	√	√	√	Yes
9	SMK N 27 Sawah Besar	√	√	√	√	√	Yes
10	SMK Kartini 1 Sawah Besar	√	√	√	√	√	Yes

In the assessment carried out at the end of the semester, there was a significant change in the three students who were constrained during the mid-semester assessment, which experienced changes in learning outcomes and understanding of differentiated learning objectives. From the aspect of intrapersonal intelligence, there is still a note of 1 student at SMK 31 PGRI Tanah Abang related to emotional control, but in the implementation the student realized and apologized for his actions, so according to the researcher it was considered an improvement from before.

The results of the small group assessment conducted at the end of the semester in the differentiated learning process ranged from 95% to 100%. While the increase in intrapersonal intelligence was initially 88% to 98%. Regarding 1 student who still cannot control his emotional level while the intrapersonal intelligence of the other points is good. So it can be

concluded that in the small group assessment, the achievement of the effectiveness of differentiated learning and the increase in intrapersonal intelligence, if averaged, reaches 99%.

Table 5 final semester assessment of large groups

No	School name	Number of students	Learning Effectiveness		Increased Intrapersonal Intelligence	
			Ket	%	Ket	%
1	SMK Global Media Gambir	30	(1) not enough	96,6 %	(1) not enough	96,6 %
2	SMK Al Irsyad Petojo Gambir	30	(1) not enough	96,6 %	(1) not enough	96,6 %
3	SMK N 19 Tanah Abang	32	Yes	100 %	(1) not enough	96,8 %
4	SMK Muhammadiyah 2 Tanah Abang	30	(2) not enough	93,3 %	(2) not enough	93,3 %
5	SMK N 38 karet Tengsing	33	Yes	100 %	(3) not enough	90,9 %
6	SMK PGRI 31 Tanah Abang	32	Yes	100 %	(3) not enough	90,6 %
7	SMK N 16 Menteng	32	Yes	100 %	(1) not enough	96,6 %
8	SMK Jaya Wisata Menteng	32	(2) not enough	93,7 %	(2) not enough	93,7 %
9	SMK N 27 Sawah Besar	32	(1) not enough	96,8 %	(2) not enough	93,3 %
10	SMK Kartini 1 Sawah Besar	32	(1) not enough	96,8 %	(3) not enough	90,6 %

The data obtained from the results of the assessment at the end of the semester on the effectiveness of differentiated learning experienced a significant increase from the initial 45 students to now only 8 students out of a total of 315 students, so there was an increase in the end-of-semester assessment with a success rate of 97.4%. From the previous 85.7%, there was an increase of 11.7% to the effectiveness of differentiated learning in 10 schools under the Central Jakarta Education Sub-department 1 with 4 Districts: Menteng, Gambir, Sawah Besar, and Tanah Abang.

Meanwhile, from the increase in intrapersonal intelligence, the achievements produced in the final semester assessment also experienced a significant increase, where from a total of 315 students, only 19 students still experienced obstacles in increasing intrapersonal intelligence. The case was again in emotional control, but from the 19 students, 9 students were aware that they had to learn a lot to manage their emotions. The success in increasing intrapersonal intelligence reached 93.9% from the previous 69.5%, so there was an increase of 24.4%. And if the average of both was 95.6%, the success rate reached 95.6%.

The smallest percentage in the school environment on the effectiveness of differentiated learning, 93.3%, is in SMK Muhammadiyah 2 Tanah Abang. The success rate occurred in 4 schools with 100% achievement, namely SMK N 19 Tanah Abang, SMK N 38 Karet Tengsing, SMK PGRI 31 Tanah Abang, and SMK N 16 Menteng. The lowest achievement in increasing intrapersonal intelligence was in 4 schools where each was 96.6%, namely SMK Global Media Gambir, SMK Al Irsyad Petojo Gambir, SMK N 19 Tanah Abang, and SMK N 16 Menteng. While the lowest achievement was in SMK Kartini 1 Sawah Besar with 90.6%. More details can be found in the table above.

When teachers implement differentiated learning, most students feel a positive impact. One student from the Visual Communication Design department shared his experience, *"I feel more comfortable because I can choose assignments that suit my interests. For example, I prefer making infographics rather than writing reports, and the teacher gives me that choice."* This shows that differentiated learning provides space for students to channel their

creativity. (Interview Thursday, July 11, 2024 with students of SMK Global Media Gambir, Central Jakarta)

When asked about their future hopes for the differentiated learning they are conducting, most students wanted more variety in learning methods. A student from the Culinary Arts department said, *"I hope there are more choices in learning. For example, you can choose to learn from video tutorials, direct practice, or group discussions, so that it is not monotonous."* (Interview Tuesday, July 9, 2024 with students of SMK Jaya Wisata Mentang, Central Jakarta)

From these results, it shows that the learning autonomy given to students can increase intrapersonal intelligence in students and teachers as an effort to prepare a superior generation that upholds humanitarian values and prioritizes logic to think critically so that they are truly aware of the actions they take and that there will be accountability both as a student and a member of society wherever they are.

2. Differentiated Learning Enhances Intrapersonal Intelligence

Differentiated learning provides students with the opportunity to understand their own strengths, weaknesses, interests, and learning styles. This process of reflection helps them to know themselves, which is the core of intrapersonal intelligence. Through a differentiated approach, students can choose methods or tasks that suit their needs and preferences. The autonomy provided allows students to be more involved in the learning process and develop self-confidence in their abilities.

When students feel valued and that learning is tailored to their needs, they tend to be more motivated. This increases their sense of responsibility for their own learning, which is an important element of intrapersonal intelligence. Differentiated learning is intentionally designed to promote independence through self-directed learning or individual projects. This independence teaches students to set their own goals, monitor progress, and evaluate outcomes, all of which require strong intrapersonal skills.

In differentiated learning, students are encouraged to collaborate and appreciate the differences among their peers. This process helps them understand their role in a group and manage social interactions more effectively, which also influences intrapersonal intelligence. Students not only learn about the subject matter but also develop skills to understand and manage themselves, which is the core of intrapersonal intelligence (Park et al., 2017).

Here is one of the teacher's responses from the interview results that were conducted. *"Differentiated learning provides space for students to recognize themselves. For example, in reflective activities or individual assignments, students are invited to reflect on their abilities and interests. This helps them understand their potential."* *"When students are given choices in learning, such as choosing a method or project, they feel more responsible. This process fosters higher self-awareness and helps them manage emotions and face challenges independently."* (general interview results with teachers SMK 19 Tanah Abang Wednesday, July 3, 2024)

Meanwhile, the interview results obtained with a proportion of 90% of students' opinions on average said, *"If the learning and assignments are in accordance with hobbies, such as making videos or stories, I feel happy and know that I have talent in that field. I also understand more about what I like."* *"I like it when I can choose how to learn, for example, making posters or presentations. I know the best way for me to learn and feel more confident when the results are good."* (results of interviews with SMK Kartini students, Wednesday, July 3, 2024)

From the results of interviews with teachers and students, most of which were delivered with a proportion of 90%, it can be concluded that differentiated learning improves intrapersonal intelligence because it can improve students' understanding and awareness of their strengths, weaknesses, and preferences. Provides opportunities to manage emotions and responsibilities independently. Helps students discover their potential and interests through a variety of assignment choices.

The impact on teachers on Differentiated learning increases intrapersonal intelligence. Teachers become more sensitive to the needs of individual students, improving teacher-student relationships. Teachers feel more appreciated when students are more involved in

learning and show improved learning outcomes. Feel encouraged to continue learning and develop better teaching methods to meet students' needs. Differentiated approaches not only help students develop intrapersonal intelligence but also have a positive impact on teachers in terms of professionalism, empathy, and teaching satisfaction.

Figure 3 photo with vocational school teachers at P4 Central Jakarta 1



"The impact for me as a teacher is to be more sensitive to students' needs. I have to really understand their character, learning style, and abilities. This requires me to be more flexible in designing learning." "I feel this approach increases my empathy for students. I learn to see them as individuals with their own uniqueness. It also makes me more creative in providing solutions to their learning needs." "This approach makes me enjoy the teaching process more. I see students are more enthusiastic, and that gives me satisfaction. However, I also feel more responsible to continue learning in order to meet their needs." (results of interviews with teachers at SMK 38 Karet Tengsin, Wednesday, July 3, 2024)

3. Autonomy Learning Produces Human Resources With Superior Education

Every student has unique potential that requires different treatment in order to develop optimally. With differentiated learning, teachers are able to identify and utilize students' strengths, both academic and non-academic. Learning that is relevant to students' interests and needs will increase their motivation to learn. This creates a more meaningful and engaging learning experience.

Superior human resources require skills such as critical thinking, creativity, collaboration, and communication. Differentiated learning provides space for students to hone these skills according to their own pace and capacity. Differentiated learning is a strategic step to create superior human resources that are competitive and adaptive. By appreciating the uniqueness of each student, education becomes not only a tool for transferring knowledge but also a vehicle for developing human potential as a whole. Therefore, differentiated learning needs to be the main focus in future education policies (İlaslan et al., 2023).

The development of intrapersonal intelligence is an important key in forming superior human resources (HR) that are adaptive, innovative, and competitive. Students who have intrapersonal intelligence understand their strengths and weaknesses, so they can choose the appropriate educational and career paths. This produces superior HR who work according to their field of expertise, increasing productivity and innovation. Intrapersonal intelligence helps students become more independent in learning and developing. This independence is the main characteristic of superior HR who do not only wait for direction but are also proactive in finding solutions.

Students who are intrapersonally intelligent are able to manage their emotions well, even in stressful situations. This makes them more resilient and able to face challenges in a competitive workplace. By understanding themselves, they will have the motivation to continue learning and developing. This creates individuals who are ready to adapt to

changes and demands of the times. Intrapersonal intelligence encourages the development of soft skills such as leadership, empathy, and communication, which are very important in the modern workplace.

Learning autonomy, or differentiated learning, is an important foundation for creating human resources with superior education. By developing independence, responsibility, and continuous learning capabilities, learning autonomy prepares individuals to contribute in various sectors, both at the national and global levels. Therefore, education that supports the development of learning autonomy must be a priority in creating superior human resources that are competitive in the future.

Differentiated learning encourages students to recognize their strengths, weaknesses, and interests. This process hones intrapersonal intelligence so that students can understand the most effective way of learning for them. With a personalized approach, students feel valued and supported, which increases their motivation to learn. This intrinsic motivation is one of the main characteristics of individuals with high intrapersonal intelligence.

Students who have intrapersonal intelligence tend to be more independent in learning and responsible for their results. Superior human resources need this trait to adapt to a competitive work environment. Differentiated learning teaches students to take responsibility for their own learning. This independence strengthens the character of superior human resources who are able to manage their tasks effectively. Through good self-understanding, students can express creative ideas and solve problems innovatively. This is the main quality of human resources who are able to compete globally.

Learning autonomy developed through intrapersonal intelligence; individuals in students have the motivation to continue learning throughout their lives; this makes students relevant in an era of rapid change. Following the changes but still being a character as an educated person. Intrapersonal intelligence helps students manage their emotions in difficult situations, so that students are more resilient in facing challenges. In the world of work, this is very important to create stable and productive human resources.

Intrapersonal intelligence developed through differentiated learning provides the basis for creating human resources with superior education. Students who understand themselves, have high learning motivation, and are able to manage emotions and time well are ready to face global challenges. Therefore, differentiated learning must be an integral part of the education system to build competitive, creative, and relevant human resources in the future.

DISCUSSION

The following are the results of research from 10 vocational high schools in the Central Jakarta Sub-dept. 1, which consists of 4 sub-districts. Menteng, Tanah Abang, Sawsah Besar, and Gambir sub-districts. As many as 89% of the teachers in the vocational high schools studied have implemented differentiated learning, such as giving assignments based on student interests, learning methods according to learning styles, and the use of educational technology to support individual learning. 12% of teachers still use traditional learning methods due to limited training and supporting facilities. The effect of differentiated learning on intrapersonal intelligence reaches 93.9%. So if the average of both is calculated, the success rate reaches 95.6%.

Teachers reported that students with kinesthetic and visual learning styles were more engaged in differentiated learning than conventional learning methods. An average of 91% of students reported increased self-reflection skills after being given project-based assignments. 90% of students showed improvements in emotional management skills during group discussions and individual assignment presentations. 87% of students felt more confident in determining their future career paths. Students felt ready to live their next life after leaving school, which would be to blend in with the wider community. after engaging in differentiated learning activities.

This study shows that differentiated learning contributes significantly to the development of intrapersonal intelligence of vocational high school students. With better self-reflection, emotional management, and independence skills, students are better prepared to

become superior human resources who are competitive in the world of work (Suryawan et al., 2022). However, further support is needed in the form of teacher training, provision of facilities, and development of adaptive curriculum to maximize these learning outcomes. Further research can be developed in other educational units. This aims for educational institutions to produce students who have independence in learning and the ability to control themselves through intrapersonal intelligence to become human beings who have character in accordance with religious values and national philosophy to form superior human resources who are competitive in the global era (Ndawo, 2021).

Vocational school teachers who have intrapersonal intelligence have advantages in understanding themselves, managing emotions, and reflecting on experiences and learning goals in depth (Kaya et al., 2023; Arifin & Yusuf, 2023; Putri et al., 2025). This has a positive impact on the teaching process, because teachers are able to manage stress, build strong internal motivation, and make wise decisions in facing challenges in the classroom (Arnidha & Maulani, 2022). In the context of vocational schools where learning emphasizes practical skills and work readiness, intrapersonal intelligence in teachers becomes very important. Teachers who have high self-awareness can be models for students in managing emotions, dealing with pressure in the workplace, and developing skills in problem solving and independence (Rochim et al., 2023). So that teachers not only act as teachers, but also as mentors who guide students in forming character and mental readiness for the students' future (Pirsoul et al., 2023).

Differentiated learning and intrapersonal intelligence, if previously separated, in this study, intrapersonal intelligence can be improved through differentiated learning (Renáta Anna et al., 2023). Student-centered learning greatly increases students' learning potential so that students are more creative and responsible (Wardani et al., 2023; Kurniawan et al., 2024). This study can be used as a reference to improve students' social and emotional awareness in producing superior learners in the future. This study can be developed by other educational units, both lower and higher levels. Time and resource limitations can be improved in subsequent research, and can also be used to find out broader achievements.

Through training, intrapersonal intelligence for teachers in vocational schools plays a very important role in implementing differentiated learning for students in vocational schools so that motivation and learning outcomes experience significant improvements. Teachers become more aware of the roles they play in learning. Students understand more easily when practical materials are delivered and have confidence in practical activities. If so far, intrapersonal intelligence has mostly only been carried out on students, then in this research it is carried out on teachers.

This research was conducted only on vocational high school teachers who were only conducted in the Central Jakarta education sub-department which consisted of only 4 sub-districts in only 10 vocational high schools. The scope of the research was expanded to teachers of the same level of school. In further research, it can be developed not only in vocational high schools but also in other educational units. This research provides insight into the importance of teachers having intrapersonal intelligence in differentiated learning in improving the quality of learning in vocational high schools that are competitive in the industrial world.

CONCLUSION

Differentiated learning involving individual approaches, such as assignments tailored to students' interests and learning style differences, has been shown to instill and foster intrapersonal intelligence. Students find it easier to recognize their strengths and weaknesses and develop self-reflection and emotional management skills. Turning obstacles to learning into opportunities. This can be seen from the increase in students' ability to manage stress, motivate themselves, and adapt to learning challenges. Learning activities that accustom students to being responsible and more independent in their learning process and develop an understanding of themselves contribute directly to the development of superior human resource character. Students who have high intrapersonal intelligence tend to be better prepared to face the world of work because they can manage emotions, prioritize friendship over brawls, and are confident in making decisions. Students show a desire to explore various

fields according to their personal interests and talents, which helps them become more adaptive and innovative in facing the demands of the ever-growing world of work. Differentiated learning has an important role in developing students' intrapersonal intelligence. Contributing to the formation of superior human resources who are ready to face challenges in the world of work.

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