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Multiple Intelligences-Based Active Learning in Economics Education: Fostering Student Engagement and Holistic Development

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Abstrak—Penelitian ini menginvestigasi penerapan pembelajaran aktif berbasis Multiple Intelligences dalam pendidikan Ekonomi di MA Raudlatus Syabab Sukowono Jember, dengan fokus khusus pada perencanaan, pelaksanaan, dan evaluasi praktik pembelajaran dalam konteks madrasah. Sementara studi-studi sebelumnya terutama telah meneliti efektivitas Multiple Intelligences melalui pendekatan kuantitatif dan hasil belajar, studi ini memberikan pemahaman kualitatif tentang bagaimana pendekatan tersebut diterjemahkan ke dalam perencanaan kelas, praktik pengajaran, dan penilaian multidimensional dalam pendidikan ekonomi. Desain studi kasus kualitatif digunakan yang melibatkan 15 peserta yang terdiri dari seorang guru ekonomi, siswa, dan administrator sekolah. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen. Kredibilitas temuan ditetapkan melalui triangulasi observasi, wawancara, dan dokumen, sementara data dianalisis menggunakan reduksi data, tampilan data, interpretasi, dan penarikan kesimpulan. Temuan menunjukkan bahwa pelaksanaannya mengikuti tiga tahap yang saling terkait. Selama tahap perencanaan, para guru merancang kegiatan pembelajaran dengan mempertimbangkan profil kecerdasan siswa yang beragam. Selama pelaksanaan, pembelajaran dilakukan melalui diskusi, presentasi, analisis kasus, dan kegiatan kolaboratif yang mendorong partisipasi aktif. Evaluasi dilakukan menggunakan penilaian multidimensional yang mencakup pencapaian akademik, komunikasi, kolaborasi, partisipasi, dan tanggung jawab. Pola implementasi ini menciptakan lingkungan pembelajaran yang lebih partisipatif dan kontekstual, sekaligus mendukung perkembangan holistik siswa. Temuan ini memberikan wawasan praktis tentang penerapan pembelajaran aktif berbasis Multiple Intelligences dalam pendidikan Ekonomi di madrasah dan berkontribusi pada pengembangan praktik pengajaran yang lebih inklusif dan berpusat pada siswa.
Kata Kunci: .*Multiple Intelligences;* Pembelajaran Aktif; Pembelajaran Ekonomi; Evaluasi Holistik.

Abstract—*This study investigates the implementation of Multiple Intelligences-based active learning in Economics education at MA Raudlatus Syabab Sukowono Jember, with a particular focus on the planning, implementation, and evaluation of learning practices in the madrasah context. While previous studies have primarily examined the effectiveness of Multiple Intelligences through quantitative approaches and learning outcomes, this study provides a qualitative understanding of how the approach is translated into classroom planning, instructional practices, and multidimensional assessment in Economics education. A qualitative case study design was employed, involving 15 participants, including an Economics teacher, students, and school administrators. Data were collected through classroom observations, semi-structured interviews, and document analysis. The credibility of the findings was established through triangulation of observations, interviews, and documents, while the data were analyzed using data reduction, data display, interpretation, and conclusion drawing. The findings reveal that the implementation followed three interconnected stages. During the planning stage, teachers designed instructional activities by considering students' diverse intelligence profiles. During implementation, learning was conducted through discussions, presentations, case analyses, and collaborative activities that encouraged active participation. Evaluation was carried out using multidimensional assessment covering academic achievement, communication, collaboration, participation, and responsibility. These implementation patterns created a more participatory and contextual learning environment while supporting students' holistic development. The findings provide practical insights into implementing Multiple Intelligences-based active learning in Economics education within madrasahs and contribute to the development of more inclusive and student-centered instructional practices.*
Keywords: *Multiple Intelligences; Active Learning; Economics Education; Holistic Assessment.*

I. INTRODUCTION

Economics learning requires students not only to understand theoretical concepts but also to analyze real-life economic problems, make rational decisions, communicate ideas, and collaborate with others. [1]. These demands create learning challenges because students demonstrate different ways of understanding and processing economic concepts. Instruction that relies predominantly on teacher-centered explanations and uniform learning activities often fails to accommodate these differences, resulting in unequal participation and limited learning engagement. [2]. This situation was also identified at MA Raudlatus Syabab Sukowono Jember. Preliminary classroom observations indicated considerable variation in students' learning characteristics. Some students participated actively in discussions and presentations, whereas others showed stronger engagement through visual activities, collaborative tasks, individual reflection, or problem-solving exercises. These differences suggest that a one-size-fits-all instructional approach is insufficient to address the diverse learning needs found in Economics classrooms. [3].

To respond to these challenges, learning strategies should provide multiple pathways for students to access, construct, and demonstrate knowledge. The Multiple Intelligences approach offers a relevant pedagogical framework because it recognizes that students possess different combinations of intelligences and therefore benefit from varied learning experiences. [4]. By integrating discussions, case analyses, collaborative learning, presentations, and reflective activities, this approach enables teachers to create more inclusive, student-centered, and meaningful Economics instruction while supporting the holistic development of learners [5]. Nevertheless, various practices of Economics learning at the secondary school level still face several challenges. Learning often focuses on delivering material and achieving curriculum targets, resulting in suboptimal active student engagement [6]. This condition leads to low motivation to learn, limited critical thinking skills, and underdeveloped students' abilities to relate economic concepts to everyday life realities. In fact, Economics education ideally should not only produce conceptual understanding but also develop the ability to make rational, ethical, and contextual economic decisions [7]. Therefore, a learning strategy is needed that can facilitate students' various potential intelligences in a balanced manner so that the learning objectives can be optimally achieved.

Empirically, various studies show that applying the Multiple Intelligences approach has a positive impact on student learning engagement. Recent research on multiple intelligences

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profiles in Economics learning found that students utilize various types of intelligence in understanding economic concepts and that this diversity of intelligence contributes to increased engagement and learning effectiveness. The findings indicate that the learning process that accommodates diverse intelligences has a greater opportunity to enhance the quality of learning compared to a uniform approach. [8]. Other research results also show that the application of Multiple Intelligences-based learning can enhance literacy skills, character development, learning participation, and students' academic outcomes. This approach allows teachers to design more diverse learning activities through group discussions, economic simulations, case studies, presentations, projects, and individual reflections, so that students have the opportunity to learn according to their dominant intelligence [9]. Thus, the learning process is not only oriented toward the transfer of knowledge but also toward the comprehensive development of students' potential.

Among the many studies showing that active learning based on Multiple Intelligences is very effective, most research conducted so far still focuses on measuring the impact of this approach on learning outcomes using quantitative or experimental designs. Studies that deeply explore how active learning strategies based on Multiple Intelligences are implemented in Economics education, particularly in the context of madrasah aliyah, are still relatively limited. This condition indicates that there is still academic space open for further research. The context of madrasahs has characteristics that differ from general schools because it combines the development of academic competencies with the formation of religious values and character. Therefore, implementing Multiple Intelligences-based learning strategies in the madrasah environment requires a separate study. Based on the results of the pre-observation conducted at MA Raudlatus Syabab Sukowono Jember, there are still students who show varying levels of participation in Economics learning. Some students tend to be active in discussions, while others are more comfortable learning through visual activities, practice, or individual reflection. The variation in characteristics indicates that a uniform learning approach may not necessarily optimally accommodate all students' learning needs. This condition reinforces the importance of implementing learning strategies that take into account the diversity of students' intelligences [10].

Based on the aforementioned description, this research focuses on implementing an active learning strategy based on Multiple Intelligences in Economics learning at MA Raudlatus Syabab Sukowono Jember. This research is an in-depth study of the implementation patterns and learning

dynamics of the Multiple Intelligences strategy in the Economics subject within the madrasah aliyah environment. Unlike previous research that primarily tested the influence of the Multiple Intelligences approach on learning outcomes through a quantitative approach, this study uses a qualitative perspective to comprehensively understand the implementation process in the real context of Economics learning. Thus, this research is expected to enrich the body of knowledge in Economics education while also providing practical contributions to the development of more innovative, inclusive, and student-potential-oriented learning strategies.

II. RESEARCH METHOD

This study employed a qualitative case study design to obtain an in-depth understanding of the implementation of Multiple Intelligences-based active learning in Economics education at MA Raudlatus Syabab Sukowono Jember. A qualitative case study was selected because the study sought to explore instructional planning, classroom practices, evaluation processes, and participants' experiences within their natural educational setting rather than examining causal relationships through quantitative measurement [11].

The study was conducted during the second semester of the 2025/2026 academic year in one Grade XI Economics class at MA Raudlatus Syabab Sukowono Jember. The participants consisted of one Economics teacher, twelve Grade XI students, and two school stakeholders (the vice principal for curriculum affairs and the head of the social science department), resulting in a total of fifteen participants. Participants were selected using purposive sampling based on predetermined criteria. The Economics teacher was selected because of direct responsibility for implementing Multiple Intelligences-based learning, the students were selected to represent different levels of classroom participation and learning characteristics, and the school stakeholders were included to provide institutional perspectives regarding curriculum implementation and instructional support.

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted during six Economics learning sessions to examine lesson planning implementation, teacher–student interactions, learning activities, student participation, classroom atmosphere, and assessment practices. Observation data were recorded using structured observation sheets accompanied by descriptive field notes prepared immediately after each classroom session. Semi-structured interviews were conducted individually with all participants. Each interview lasted approximately 30–60 minutes and

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explored participants' experiences, perceptions, instructional planning, classroom implementation, learning participation, assessment practices, supporting factors, and implementation challenges. With participants' consent, all interviews were audio-recorded, transcribed verbatim, and reviewed for accuracy before analysis.

Document analysis was conducted to complement and verify the observation and interview findings. The analyzed documents included teaching modules, learning outcome statements, semester programs, lesson planning documents, assessment instruments, students' assignments, presentation products, and classroom evaluation records [12]. The collected data were analyzed using an interactive qualitative analysis process. The analysis began with data condensation to organize and reduce irrelevant information, followed by open coding to identify meaningful units from observation notes, interview transcripts, and documents. Similar codes were then grouped into categories representing patterns of instructional planning, classroom implementation, student engagement, assessment practices, and implementation challenges. These categories were further developed into broader themes through constant comparison across data sources. Finally, the themes were interpreted to construct a comprehensive understanding of the implementation of Multiple Intelligences-based active learning in Economics education [13].

To ensure the trustworthiness of the findings, the study employed source triangulation by comparing information obtained from teachers, students, and school stakeholders, and methodological triangulation through the integration of observations, interviews, and document analysis. In addition, member checking was conducted by asking selected participants to review the interview summaries to confirm the accuracy of the researchers' interpretations. Peer debriefing with fellow researchers was also undertaken to discuss coding consistency and thematic interpretation, thereby enhancing the credibility and dependability of the findings [14].

III. RESULTS AND DISCUSSIONS

Based on the results of observations, interviews, and documentation analysis, the implementation of active learning strategies based on Multiple Intelligences in Economics education at MA Raudlatus Syabab Sukowono Jember shows a systematic and integrated pattern in three main aspects, namely planning, implementation, and evaluation of learning. Each aspect demonstrates different implementation characteristics, ranging from the preparation of learning tools that consider the diversity of students' intelligences, the execution of student-centered

learning activities, to the application of multidimensional evaluations that comprehensively assess both academic and non-academic aspects. These findings were obtained through a data triangulation process, resulting in a comprehensive picture of the implemented Multiple Intelligences-based learning practices. To provide a more systematic description and facilitate understanding of the research focus, indicators, findings, and data sources obtained, all research results are summarized in the following Research Findings Table 1.

TABLE 1. RESEARCH FINDINGS ON THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES-BASED ACTIVE LEARNING IN ECONOMICS EDUCATION

Research Focus	Findings Indicators	Research Findings	Data Sources
Planning of the Multiple Intelligences-Based Active Learning Strategy	Preparation of instructional documents	The teacher prepared instructional documents, including teaching modules, learning objective pathways, semester programs, and assessment instruments to guide the implementation of Economics instruction.	Document analysis, teacher interviews
	Identification of students' characteristics	The teacher identified students' learning characteristics, learning preferences, and dominant intelligences before determining instructional strategies.	Teacher interviews, classroom observations
	Adaptation of learning activities	Learning activities were designed through discussions, presentations, case studies, individual reflections, and collaborative tasks to accommodate students' diverse intelligences.	Teacher interviews, teaching module documents
	Learning orientation	Instructional planning was directed not only toward achieving Economics learning outcomes but also toward optimizing students' individual potentials and active engagement.	Learning documents, teacher interviews
Implementation of the Multiple Intelligences-Based Active Learning Strategy	Preliminary learning activities	Lessons began with apperception activities, learning motivation, and the contextualization of Economics concepts through students' real-life experiences.	Classroom observations, student interviews
	Teacher's role in the learning process	The teacher acted as a facilitator by guiding, supporting, and providing opportunities for students to participate actively in learning activities.	Classroom observations, teacher interviews
	Learning activities	Instruction was conducted through group discussions, presentations, economic problem-solving activities, case study analyses, and collaborative assignments.	Classroom observations, learning activity documentation
	Student engagement	Students demonstrated varying forms of participation according to their dominant intelligences, including verbal communication, analytical thinking, and collaborative interaction.	Classroom observations, student interviews
	Classroom learning atmosphere	The learning process was characterized by active participation, interactive communication, and a student-centered learning environment.	Classroom observations, teacher and student interviews

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Lanjutan Tabel 1

Research Focus	Findings Indicators	Research Findings	Data Sources
Evaluation of the Multiple Intelligences-Based Active Learning Strategy	Assessment methods	Assessment was conducted through oral questioning, individual assignments, group projects, presentations, and observation of students' participation during learning activities.	Assessment documents, teacher interviews
	Assessed competencies	Assessment covered content mastery, communication skills, collaboration, responsibility, and students' active participation in the learning process.	Assessment instruments, teacher interviews
	Feedback provision	The teacher provided appreciation and constructive feedback on students' work as a form of learning reinforcement.	Classroom observations, teacher and student interviews
	Outcomes of implementation	The Multiple Intelligences-based active learning strategy enhanced student engagement, created more meaningful learning experiences, and provided opportunities for students to develop their diverse intellectual potentials.	Triangulation of observations, interviews, and documentation

Adaptation of Learning Planning to the Diversity of Student Intelligence in Economics Learning

The planning of active learning strategies based on Multiple Intelligences found in this study shows that teachers no longer view learning tools merely as administrative documents, but rather as pedagogical instruments designed to accommodate the diverse characteristics of students. Classroom observations showed that the teacher began the lesson by identifying students' preferred ways of learning through questioning, previous classroom participation, and informal interactions. Students who demonstrated stronger verbal abilities were encouraged to explain economic concepts during discussions, whereas those who preferred analytical tasks were assigned to interpret economic data and solve contextual problems. Students with stronger interpersonal intelligence were frequently appointed as discussion leaders or group coordinators, while reflective learners completed individual learning journals before participating in class discussions. These differentiated activities allowed students to engage with the same Economics topic through different learning pathways. These findings reinforce the view that a learning design that considers the diversity of students' abilities can enhance the effectiveness of the learning process because students have the opportunity to learn in ways that are most suited to their potential. [15].

The research findings also indicate that identifying students' learning characteristics is a fundamental basis for determining the learning activities to be implemented [16]. Teachers do not use a uniform approach for all students, but rather design various activities that can accommodate

linguistic, logical-mathematical, interpersonal, and intrapersonal intelligences. From the perspective of the Multiple Intelligences theory, the practice demonstrates the implementation of the principle of differentiated learning, which places the diversity of learners as the starting point in the planning process [17]. Gardner emphasizes that each individual has a different combination of intelligences, so an effective learning process must be able to provide various pathways for acquiring and constructing knowledge [18]. In the context of Economics learning, the use of discussions, presentations, economic case analyses, group work, and individual reflections demonstrates the teacher's efforts to create a learning environment that allows each student to optimally develop their intellectual potential.

The results of this study align with various research studies that show that Multiple Intelligences-based learning planning contributes to increased student engagement and motivation. Research by Opoku et al. found that students who received learning experiences tailored to their intelligence profiles demonstrated higher levels of participation and conceptual understanding than students who followed conventional learning methods. [8]. Similar findings were reported by Taj et al., who explained that learning strategies that consider the diversity of intelligence can create a more inclusive learning environment by providing opportunities for all students to showcase their best abilities through various forms of learning activities. [19]. In the context of this research, the teacher's planning demonstrates a genuine effort to develop Economics learning that is not only oriented toward mastering concepts but also toward the comprehensive empowerment of students' potential.

In addition to supporting the Multiple Intelligences theory, the findings of this research are also relevant to the 21st-century learning paradigm, which emphasizes the importance of personalized learning. Planning based on the analysis of student characteristics shows that teachers strive to create learning experiences that meet individual needs while also supporting the development of critical thinking, communication, collaboration, and problem-solving skills. [20]. In Economics learning, this approach becomes important because understanding economic concepts not only requires the ability to remember information but also the ability to connect concepts with real-life situations faced by students in their daily lives. Therefore, the variety of activities designed by teachers can be viewed as a strategy to expand students' access to more contextual and meaningful learning experiences [21].

These findings indicate that lesson planning functions not merely as an administrative requirement but as a pedagogical strategy for accommodating students' diverse intelligence

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profiles. By aligning instructional design with learners' characteristics, teachers create more inclusive, adaptive, and student-centered Economics learning environments that support both conceptual understanding and holistic development. In the context of Economics learning at MA Raudlatus Syabab Sukowono Jember, this condition shows that learning success is not only determined by the material taught but also by the teacher's ability to design learning experiences that align with students' characteristics. Thus, lesson planning based on Multiple Intelligences not only serves as a guide for implementing learning but also as an instrument to realize a more humanistic, participatory, and student-centered educational process. Thus, planning learning based on Multiple Intelligences not only serves as a guideline for implementing learning but also as an instrument to realize a more humanistic, participatory, and learner-centered educational process.

Implementation of Multiple Intelligences-Based Learning as a Form of Active and Participatory Economic Learning

Research findings indicate that implementing active learning strategies based on Multiple Intelligences in Economics learning at MA Raudlatus Syabab Sukowono Jember occurs through student-centered learning activities. During classroom observations, the teacher introduced the topic of market equilibrium by presenting a short video illustrating price fluctuations in local markets. Students then worked in small groups to analyse different economic scenarios. Each group was assigned different learning tasks according to their dominant learning characteristics. Some groups analysed numerical data and graphs, others prepared oral presentations explaining market mechanisms, while another group designed visual concept maps illustrating the relationships among supply, demand, and price changes. At the end of the lesson, students reflected individually on how the concepts related to their daily economic experiences. The connection between the material and learning experiences also strengthens the meaningfulness of learning, so students not only memorize economic concepts but also understand their relevance in real life. [22].

The involvement of students in various activities such as group discussions, presentations, economic case analyses, question-and-answer sessions, and collaborative task completion demonstrates that the implementation of Multiple Intelligences has been translated into learning practices that provide space for the diverse potential intelligences of students. These findings are in line with Gardner's theory, which asserts that individuals have different intelligence profiles;

thus, the learning process needs to provide various pathways for acquiring and constructing knowledge [23]. In the context of this research, students with a tendency toward linguistic intelligence show more active participation in discussions and presentations, while students with a tendency toward logical-mathematical intelligence are more dominant in data analysis and economic problem-solving activities. The variation in forms of participation indicates that learning is no longer limited to a single type of intelligence, but rather provides opportunities for each student to contribute according to their potential [24].

The findings of this study also indicate that active learning strategies based on Multiple Intelligences contribute to a more equitable increase in student learning participation. In conventional learning, class participation is generally dominated by students with good verbal skills, while other students tend to become passive recipients of information. However, research findings indicate that diverse learning activities allow more students to engage in the learning process in various ways. [25]. These results are in line with the research by Opoku et al., which found that the Multiple Intelligences approach can enhance learning engagement because students have the opportunity to use their dominant intelligences in understanding the learning material [8]. Similar findings were also reported by Hastürk & İnce, who stated that a learning environment accommodating various intelligences has a positive impact on students' motivation, participation, and confidence during the learning process. [26].

The role of the teacher as a facilitator who provides space for exploration to students is also an important aspect found in this research. The teacher does not dominate the learning process, but rather guides students to discover, discuss, and build their own understanding thru interactions with peers and available learning resources. These conditions indicate a shift in the learning paradigm from teacher-centered learning to learner-centered learning. From a constructivist perspective, effective learning occurs when learners actively build their knowledge through experience and social interaction. Therefore, the discussion activities, group work, and problem-solving found in this research can be understood as forms of implementing constructivist learning that support the development of learners' critical and collaborative thinking skills. [27].

Based on that analysis, the researcher argues that the main significance of these findings lies in the success of the active learning strategy based on Multiple Intelligences in creating a more inclusive and responsive learning environment to the diversity of students. Learning is no longer oriented toward one-way material delivery, but rather becomes an interactive process that allows students to develop their intellectual, social, and personal potential simultaneously. In the

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context of Economics learning, this condition has important implications because economic concepts fundamentally require critical, analytical, communicative, and collaborative thinking skills. Therefore, the application of active learning strategies based on Multiple Intelligences not only contributes to increasing student engagement in the learning process but also supports the development of 21st-century competencies needed to address various economic and social issues in real life.

Evaluation of Learning Based on Multiple Intelligences as an Instrument for Holistic Development of Student Potential

Research findings indicate that evaluation in active learning strategies based on Multiple Intelligences is not only aimed at measuring mastery of Economic material but also at assessing various aspects of student development during the learning process. Classroom observations further showed that assessment was integrated throughout the learning process rather than being conducted only at the end of instruction. During group discussions, the teacher used observation sheets to evaluate students' communication skills, participation, collaboration, and responsibility. Oral presentations were assessed using performance rubrics, whereas written assignments measured students' conceptual understanding of Economics topics. Feedback was provided immediately after each activity, allowing students to reflect on their strengths and areas requiring improvement. From the perspective of Multiple Intelligences, evaluation is not sufficient through written tests because students' abilities cannot be represented by just one form of assessment. Therefore, the diversity of evaluation instruments used by teachers demonstrates an effort to obtain a more comprehensive picture of students' potential and development [28].

The use of various forms of evaluation such as oral questions, individual assignments, group tasks, presentations, and observation of student activities shows that teachers are trying to adjust the assessment process to the diverse characteristics of intelligence. These findings align with the theory of Multiple Intelligences, which emphasizes that each individual has different ways of demonstrating their abilities and understanding of a subject. In the context of Economics learning, students with linguistic intelligence tend to demonstrate their competence through presentations and oral arguments, while students with logical-mathematical intelligence are more capable of displaying their understanding through data analysis and solving economic problems [18]. Meanwhile, interpersonal intelligence can be seen through the ability to work together in groups, and intrapersonal intelligence is reflected in the ability to reflect and take responsibility

for the assigned tasks. Thus, the variation in evaluation forms allows teachers to identify students' abilities more fairly and proportionally according to their intelligence characteristics. [29].

The results of this study align with various previous studies that show that authentic and multidimensional evaluation approaches provide more accurate information regarding student development compared to evaluations that only focus on cognitive achievements. Lestari's research found that assessments accommodating various forms of student performance can enhance learning engagement while providing greater opportunities for students to optimally demonstrate their competencies [30]. Similar findings were reported by Yulia and Rahmawati, who stated that process-based evaluation in active learning contributes to improving students' communication, collaboration, and responsibility skills because they are assessed not only based on outcomes but also on their involvement during the learning process [31]. In the context of this research, the evaluation practices implemented by teachers indicate that assessment has functioned as an integral part of the learning process, not merely a mechanism to determine students' final grades.

Another interesting finding is the importance of providing feedback and appreciation as part of the evaluation process. Research results show that appreciation given by teachers can enhance students' learning motivation and encourage them to participate more actively in lessons. From the perspective of learning motivation theory, positive feedback functions as reinforcement that helps students understand the achievements they have made while also providing direction for improvement in the next learning process. Feedback also contributes to the formation of self-confidence because students feel that the teacher recognizes their efforts and achievements. Recent research in the field of educational assessment shows that constructive feedback is one of the most influential factors in improving the quality of learning because it encourages students to engage more actively and reflectively in the learning process [32].

These findings indicate that evaluation functions not only as a means of measuring students' academic achievement but also as an instrument for recognizing, supporting, and developing their diverse intellectual potential. By employing multidimensional assessment, teachers can provide more equitable opportunities for students to demonstrate their competencies according to their individual strengths, thereby fostering a more inclusive and student-centered Economics learning environment. Evaluation in Multiple Intelligences-based learning is no longer understood as a tool to classify students based on academic achievement, but rather as a means to recognize, facilitate, and develop the various intelligence potentials possessed by each

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individual. In the context of Economics learning at MA Raudlatus Syabab Sukowono Jember, such an evaluation approach allows teachers to gain a more comprehensive understanding of students' development while also providing them with space to demonstrate their abilities through various forms of activities that align with their characteristics. Thus, evaluation not only contributes to improving learning quality but also supports the realization of a more inclusive, humanistic, and student-centered educational process that focuses on the comprehensive development of students' potential. Thus, evaluation not only contributes to improving learning quality but also supports the realization of a more inclusive, humanistic, and development-oriented educational process that fosters students' holistic potential.

IV. CONCLUSION

This study demonstrates that implementing Multiple Intelligences-based active learning in Economics education extends beyond using varied classroom activities. Its successful implementation depends on the integration of instructional planning, classroom practices, and multidimensional assessment that collectively accommodate students' diverse intelligence profiles. These interconnected processes create more participatory, contextual, and student-centered learning experiences while supporting the holistic development of learners in the madrasah setting. This study contributes to the growing body of research on Multiple Intelligences by providing a qualitative account of how the approach is implemented in Economics education at a madrasah. Unlike previous studies that have primarily emphasized the effectiveness of Multiple Intelligences in improving learning outcomes, this research highlights practical implementation patterns within authentic classroom contexts, including lesson planning, classroom dynamics, and evaluation practices. These findings offer empirical insights that may assist teachers and schools in designing more inclusive and responsive instructional strategies for Economics learning.

This study is limited to a single madrasah and focuses on the implementation process rather than measuring students' academic achievement quantitatively. Future studies are therefore encouraged to investigate the implementation of Multiple Intelligences-based instruction across different educational contexts and to integrate qualitative and quantitative approaches to examine both instructional processes and learning outcomes more comprehensively.

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