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The Development of an Instruction Model based on Multiple Intelligences Theory to Enhance Primary Students' Competency

Bung - on Sereerat[1] , Saifon Songsiengchai[2]

[1] Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand.

[2] Humanities and Social Sciences, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand.

Correspondence: Bung - on Sereerat, Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand.

Abstract

This research aimed to 1) develop an instruction model based on Multiple Intelligences Theory to enhance primary students' competency and 2) study primary students' competency. The sample group was 30 primary students from two schools located in Songkhla province. The research was conducted during the first semester of the 2023 academic year. The research process consisted of two steps: step 1, developing an instruction model based on the Multiple Intelligences Theory, and step 2, testing the instruction model based on the Multiple Intelligences Theory. The instruments used in the study included 1) the plans for developing competency according to the instruction model based on the Multiple Intelligences Theory, 2) a competency assessment form, 3) in-depth interview forms, and 4) a focus group. Quantitative data analysis was conducted by calculating percentages (%), while qualitative data analysis was performed through content analysis. The validity of the data was verified using the triangulation method.

The research findings indicated that:

1. The developed instruction model based on the Multiple Intelligences Theory comprised six components: concept, objectives, developmental processes, teachers' roles, parents' roles, and the results.

2. After implementing the instruction model based on the Multiple Intelligences Theory, the specific competency of each student, such as musical performance, Manora dance, rope-jumping, and robotics making, was elevated to 4- level considered a high level of competency.

Furthermore, the core competency in three aspects for all students improved after implementing the instruction model based on the Multiple Intelligences Theory. Specifically, most students reached

4-level, considered a high level of competency in self-management and creative thinking. Finally, the collaborative teamwork for all students' core competency was at the 5-level, considered the highest level.

Keywords: Multiple Intelligences Therry , Instruction Model, Competency, Primary Students,

Introduction

In the 21st century, society has undergone substantial transformations, particularly in Information and Communication Technology (ICT). These transformations have profoundly impacted various aspects of life, including commerce. Specifically, new forms of trade that leverage technology have emerged, altering traditional paradigms. Innovative production that relies on skillful techniques and creativity Interdependence in the form of networks to solve the problems, primarily environmental and energy problems, which require the cooperation of the whole world. In addition to other considerations, a significant anticipated transformation pertains to the coexistence and interpersonal interactions within society. This is attributable to advancements in transportation and communication and medical science related to healthcare, which contribute to increased longevity.

Consequently, society is experiencing a substantial increase in its elderly population. This necessitates corresponding changes in the

environmental conditions and the nature of communal activities to accommodate this demographic shift. As a result, individuals must possess various essential attributes to successfully coexist in this evolving social landscape, aiming for well-being, happiness, and achievement. Given such societal transformations, educational management becomes increasingly pivotal for planning and policy formulation to adequately prepare individuals for community engagement. Like other countries, Thailand is aware of these changes. It has adjusted its educational concepts and perspectives. Significantly, educational management guidelines have been shifted toward emphasizing student competency development to a greater extent.

The Office of the Education Council (2019) has conducted in-depth research on Competency-Based Education management. It includes the study of the concept, educational management guidelines, and background theories. It also defines an appropriate Student Competency Framework for learners at various levels. Moreover, the Office of the Education Council establishes the meaning of “competency” as a behavior that presents an individual's work capacity lifestyle and solves problems effectively in diverse contexts. This competency is achieved through the integrated application of knowledge, skills, and personal attributes in a manner that is appropriate to the situation. In addition, the Office of the Education Council (2020) has classified competency into Core Competency and Specific Competency. Core Competency refers to essential skills that are universally applicable and suitable for everyday work and life situations. These skills are broadly relevant across all topics, subjects, and fields and are not confined to any specific content area.

In contrast, Specific Competency is skill acquired through learning in particular topics, subjects, or content areas. This skill that learners should know and understand and be able to apply effectively. This categorization enables learners to adapt and use their knowledge and skill in a focused manner. To facilitate the development of foundational educational competency, the Office of Basic Education Commission (2021) has outlined six aspects of core competency to function as the goals for learners' development. This outlined six aspects of core competency, including self-management, higher-order thinking, communication competency, teamwork and collaboration, active citizenship, and sustainable coexistence with living in the harmony of nature and science. This framework is designed to serve as a competency framework for students upon completing their foundational education.

The Multiple Intelligences Theory, formulated by Howard Gardner, has undergone extensive research and continuous development up to the present day. This theory identifies at least nine distinct intelligences aspects as follows:

1) language-linguistic intelligence

2) logical-mathematical intelligence

3) visual-spatial intelligence

4) musical-rhythmic intelligence

5) body-kinesthetic intelligence

6) interpersonal intelligence

7) intrapersonal intelligence

8) natural intelligence

9) existential intelligence

This theory has significantly impacted reshaping perspectives on learner development (Gardner and Moran, 2006). Through the study and application of Multiple Intelligences Theory for learner development, researchers have uncovered crucial insights into the diverse abilities of individuals as follows:

1) Human abilities encompass multiple aspects, each with several dimensions.

2) An individual may possess high ability in a single aspect or only one dimension that have increased capabilities across multiple aspects. Nevertheless, individuals often exhibit distinct excellence or clarity in at least one aspect.

3) All ability aspects are interrelated and controlled by various brain parts, and they are employed in daily life.

4) The development of abilities in each aspect involves vital concepts: 1) learners should have opportunities to assess their ability level and devise self-development plans, 2) each learner should be encouraged to cultivate their strengths, which can positively impact their dignity, empowerment, and learning motivation, and related abilities, 3) activities management aimed at promoting skills should be comprehensive, relevant to real-life situations, and diverse. Learners acquire knowledge through engagement in various activities, exposure to different forms of media, and diverse experiences, thereby enhancing multiple abilities simultaneously, 4) when assessing and evaluating learners' ability levels, utilizing various tools that cover abilities in each aspect is essential and 5) teachers should avoid comparing the capabilities of individual learners or their capabilities across different aspects.

Based on the information above, the researcher is interested in developing students' competency by using Multiple Intelligences Theory as a fundamental concept in developing the instruction model. Several interrelationships become evident when considering a comparative analysis between the least nine aspects outlined in the Multiple Intelligences Theory and the six aspects of core competency established by the Office of Basic Education Commission. Their characteristics are related include:

1) language-linguistic intelligence correlates with the communication competency.

2) Intrapersonal intelligence correlates with self-management competency.

3) logical-mathematical and visual-spatial intelligence correlates with higher-order thinking competency.

4) interpersonal intelligence correlates with teamwork and collaboration competency.

This research focuses on selecting core competency related explicitly to self-management, teamwork and collaboration, and higher-order thinking, emphasizing creative thinking as the students' development goals. Furthermore, specific competencies are defined according to each student's abilities, with the specific competency serving as the points for students' development goals, including: 1) musical performance correlates with musical rhythmic intelligence, 2) Manora dance and rope-jumping correlates with body-kinesthetic intelligence, 3) robotics making correlates with logical-mathematics intelligence และ visual-spatial intelligence.

Research Objectives

1. To develop an instruction model based on Multiple Intelligences Theory

2. To educate primary students' competency

Research Questions

1. How many aspects are there in the instruction model based on Multiple Intelligences Theory, and what is the description of each aspect?

2. How do primary students' learning from the instruction model based on multiple intelligence theory enhance competency?

Research Methodology

1. Population and Sample Group

1) The population was the Primary students in Songkhla province, semester one, 2023 academic year

2)The Sample Group in this study was the 30 Primary students who studied in two schools using purposive sampling. The selected Primary students divided the performance competency into four aspects: musical performance competency, Manora dance competency, and rope–jumping competency. The study consisted of two core steps:

1. To develop an instruction model based on Multiple Intelligences Theory

2. To try out an instruction model based on Multiple Intelligences Theory

The detailed two core steps were:

1) developing an instruction model based on Multiple Intelligences Theory by improving the instruction model and creating the research instruments as follows:

(1) studying the concept and related theories such as 1) Multiple Intelligences, 2) Competency, 3) Competency-based Instruction, 4) developing instruments for improving competency, and 5) principles and guidelines for developing an instruction model.

(2) developing an instruction model draft based on the Multiple Intelligences Theory and presenting the model to five qualified experts for their review, giving recommendations and potential modifications in accordance with their suggestions.

(3) drafting the research instruments as follows:

1) The competency development plan aligned with the instruction model based on Multiple Intelligences Theory.

2) The competency assessment form includes behavior observation through performance examination. The behavior revealed five competency levels: very low, low, moderate, high, and very high.

3) In-depth interviews for teachers and parents regarding developing abilities and students' behaviors demonstrating competency.

4. Discussion topics used in focus groups for teachers and parents concerning the development of students' abilities, students' behaviors demonstrating competency, and problems for implementing the instruction model development.

(4) Assess the validity and suitability of the instruments by five qualified experts to consider the research instrument draft and use the suggestions and recommendations to improve the research instrument.

2) Try out the instruction model draft based on the Multiple Intelligences Theory

The researcher ran on this step as follows:

(1) The researcher collaborated with the teachers to jointly plan and implement the experimental use of the instruction model based on Multiple Intelligences Theory during the first semester of the 2023 academic year. This collaborative effort spanned three months, and the details were as follows:

(1.1) The selection process involved identifying 30 students who exhibited specific competency behaviors. These competency were categorized into four distinct aspects in Table 1, as follows:

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Specific competence	**total**
Musical performance	6
Manora dance	6
Rope-jumping	11
Robotics making	7

Table 1; It shows four distinct aspects.

(1.2) The researcher, teachers, and parents collectively assessed the three core competency: self-management, teamwork and collaboration, and creative thinking, of all 30 students.

(1.3) The researcher, teachers, and parents collectively assessed the competency in four aspects: musical performance, Manora dance, Rope-jumping, and Robotics making.

(1.4) The researchers, teachers, parents, and students collaborated to establish guidelines and developmental activities aligned with the instruction model for competency development.

(2) Teachers and parents collaborated in developing competency according to the jointly established plan for three months. This process involved ongoing core and specific competency

assessment during the development phase. The researcher, teachers, and parents also held regular meetings and knowledge exchange sessions.

(3) The researchers, teachers, and parents collaborated to assess the outcomes of competency development after implementing the Instruction Model development. This assessment covered the three core competency—self-management, teamwork and collaboration, and creative thinking—of all 30 students and the specific competency in four aspects: musical performance, Manora dance, rope-jumping, and robotics making.

4) The researcher conducted in-depth interviews with four teachers and four parents and organized focus groups involving seven teachers and five parents. These interviews and focus groups focused on developing students' abilities and behaviors, indicating competency, and implementing the instruction model development.

5) The researcher analyzed the data from the competency development outcomes and utilized the issues identified through in-depth interviews and focus groups to refine the instruction model comprehensively.

3.3 Data analysis

Quantitative data analysis used percentages, and qualitative data analysis used content analysis. The data is validated by the triangulation method.

Research Results

1. The instruction model developed based on the Multiple Intelligences Theory consisted of six key components: concept, objective, development process, teachers' roles, parents' roles, and results, which were detailed as follows:

1) Concept

(1) Intelligence encompassed nine aspects: 1) language-linguistic intelligence, 2) logical-mathematical intelligence, 3) visual-spatial intelligence, 4) musical-rhythmic intelligence, 5) body-kinesthetic intelligence, 6) interpersonal intelligence, 7) intrapersonal intelligence, 8) naturalistic intelligence, and 9) existential intelligence. Individuals possessed varying levels of proficiency in each of these aspects. Proficiency in each aspect was subject to development, and every individual possessed at least one notable aspect of strength. Enhancing proficiency in one aspect could positively influence the development of related aspects. The interconnectedness of these nine aspects of intelligence had implications for both direct and indirectly related competency, contributing to holistic personal development.

(2) Competency was an individual's ability to apply knowledge, skills, work attitudes, lifestyle, and problem-solving, ultimately leading to successful outcomes. Competency development across different domains is most effectively achieved by initiating a process that fosters motivation and self-esteem. This process involved creating opportunities for experiential learning through meaningful situations aligned with personal interests. Learners can actively participate in planning, interact with diverse environments, think critically, engage in practical activities with others, exchange knowledge, and independently synthesize information.

(3) Situations related to competency development can be categorized into three characteristics: (1) Learning Situations, which serve to impart knowledge, skills, and essential attributes to learners, providing them with an adequate foundation for future application; (2) Developmental Situations, designed to facilitate the growth of specific competency within learners; and (3) Assessment Situations, utilized for evaluating competency, which can be carried out both as ongoing checks during development and as final assessments to summarize developmental outcomes.

(4) Competency development could occur both within the classroom and beyond, encompassing extracurricular activities, club memberships, and supplementary curriculum-related activities that are appropriate and aligned with the desired level of competency.

(5) Collaborative efforts among teachers, parents, and students in planning competency development were of paramount importance.

This process entails strategic planning, motivation and empowerment, reinforcement, guidance, ongoing competency development assessment, and providing accurate and timely feedback.

2) Objectives

The objectives aimed to develop the core competency and specific competency.

(3) Development Process:

The development process consisted of two stages as follows:

(1) pre-development stage:

The pre-development stage comprised two sub-stages:

Sub-stage 1: Establishing understanding among parents and stakeholders; this initial stage aimed to create a comprehensive understanding of the instructional model, benefits to be gained by the students, underlying concepts, work strategies, and the roles of individuals involved in students' competency development.

Sub-stage 2: Preliminary competency assessment and development planning involves understanding the assessment methodologies, tools employed, and the selection of situations for assessing behaviors or choosing to demonstrate competency. Subsequently, teachers and parents assess the competency that development needs. Following this assessment, they collaborate to plan situations and activities to develop those competencies.

(2) Development Stage:

The development stage consisted of five sub-stages as follows:

Sub-stage 1: Organizing learning situations

In this stage, it is divided into three parts:

(1) motivation and key attributes creating part

This initial part involved conducting activities to help students recognize their strengths cultivate motivation, positive attitude, and self-pride. It also focused on developing key attributes, especially the cultivation of a growth mindset, which is the strong belief that everyone can improve and develop through dedication, perseverance, and the ability to learn from mistakes, self-failures, and constructive criticism from others.
(2) Deep learning part

This part involved organizing activities that enable students to acquire essential content knowledge or information profoundly. It encompassed a diverse range of learning experiences, including reading, studying narratives from various media sources, practical hands-on learning from different models or scenarios, learning from experts, and observing the behaviors and practices of experts.

(3) Application knowledge summation part: this part involved organizing activities that allow learners to review, reflect upon, summarize, and systematize their knowledge, content, procedural steps, their level of practice, and their learning methods.

Sub-stage 2: developmental situation

In this stage, activities were designed to train various competencies through continuous tasks and situations. These tasks and situations combine both specific and core competencies. Training begins with tasks and situations familiar to the students and progressively advances to more challenging scenarios with varying conditions. Throughout the training, opportunities are provided for self-assessment to enhance the learning process (assessment as learning). Teachers and parents assess the students to provide assistance and feedback for improvement (assessment for learning) at intervals.

Sub-stage 3: adjustment and development strategy alteration

This stage involved reviewing the activities and the outcomes of competency development conducted during the previous stages. It included summarizing work results, identifying strengths aspects that require improvement, and utilizing this information to plan the development of students' competency collectively. It entails redesigning learning situations and developmental scenarios to be

more suitable and carrying out actions in accordance with the established plans.

Sub-stage 4: Confronting challenging situations

This stage involved defining challenging situations to provide opportunities for applying the knowledge, skills, and attributes developed earlier. These situations included national or international competitions, presentations to experts, showcasing work to essential audiences, or performing on significant stages. The following activities take place in this stage:

1) Collaboratively selecting challenging situations.

2) Planning, preparing, and intensively training until confidence is gained.

3) Execution.

4) Providing opportunities for students to reflect on their performance, highlighting strengths, aspect of pride, aspect needing improvement, and action plans for future opportunities.

5) Experts and stakeholders offering feedback.

6) Collaboratively establishing action plans for improvement in future opportunities

Sub-stage 5: Extracting lessons

This stage occured towards the end of competency development, aiming to summarize the lessons learned from successful and unsuccessful experiences. students reflect, exchange knowledge, and share experiences with experts, teachers, and parents. Together, they continue to plan for ongoing competency development.

4) Teachers'roles

In the process of competency development, teachers play the following roles:

(1) Cultivating Self-pride and Self-Awareness in Learners

Teachers serve as catalysts for learners to cultivate internal motivation, develop the attributes of a Growth Mindset, and instill confidence in learners that every competency can be developed. Learners are empowered to believe in their ability to progress and achieve their set goals.

(2)Planning and Organizing Situations of all three types: 1) Learning Situations, 2) Competency Development Situations, and 3) Assessment-Oriented Competency Situations, in Continuous Collaboration with Learners and Parents.

(3) Assessing Learners to Provide Assistance and Offering Feedback for Improvement (Assessment for Learning) in Stages.

(4) Providing Reinforcement and Encouraging the Extraction of Lessons from Experiences, both Failures and Successes.

5. Parents' roles

In the development of competency, parents have the following roles:

(1) Collaborating in learning with learners at every stage.

(2) Building confidence, providing reinforcement, and offering suitable resource support for competency development.

(3) Collaboratively planning work with teachers, supervising and home practicing examination.

(4) In cases where parents possess competency in specific areas, they should continuously practice and demonstrate their skills to learners.

(5) Sourcing experts to assist, offer encouragement, impart techniques and methods, and further enhance competency.

(6) Supporting learners in practicing and orientating the learners before facing challenging situations, providing direct and constructive feedback after training.

6) The outcomes derived from this model

The learners will enhance fundamental and specific competency, ensuring their attainment of the predetermined objectives.

1. The specific competency that are each student's individual goals develop clearly, and

the core competency that everyone enhances the self-management, teamwork and collaboration, and creative thinking.

1) From assessing the students' specific competency before and after the development process using the instruction Model, data revealed the percentages of students' competency at various levels within each group in Table2 as follows:

specific competency	**Number**	**Number and percentage of students with core competency at each level**									
		Pretest					**Posttest**				
		competency level					**competency level**				
		1	2	3	4	5	1	2	3	4	5
Musical performance	6		4 (66.67%)	2 (33.33%)						6 (100%)	
Manora dance	6		4 (66.67%)	2 (33.33%)						6 (100%)	
Rope-jumping	11		11 (100%)							11 (100%)	
Robotics making	7		7(100%)							7(100%)	
total			26 (86.67%)	4 (13.33%)						30(100%)	

Table 2; Data regarding students' specific competency in all four aspects before the Instruction Model development revealed that the majority of students, 86.67%, had competency at a low 2-level, which is a low level. However, after using the improved Instruction Model development, it can be observed that the competency levels for all students in all aspects have reached 4-level, which is a high level.

2) From the assessment of core competency among all students, both before and after the development of the instruction model, has gathered data on the quantity and percentage of students at various competency levels. These competency levels can be summarized in Table 3 as follows:

Core cenpetencies	**number**	**Number and percentage of students with competency at each level**									
		Pretest					**Posttest**				
		competency level					**competency level**				
		1	2	3	4	5	1	2	3	4	5
Self-management	30		25 (83.33%)	5 (16.67%)						20 (66.67%)	10 (33.33%)
Creative thinking	30		30 (100%)							25 (83.33%)	5 (16.67%)
Teamwork	30		10 (33.33%)	20 (66.67)							30 (100%)

Table 3; Based on the data on core competency levels across all three dimensions of students before the Instruction Model development, it is evident that most students had a competency 2-level, indicating a low level of competence. However, after improving the Instruction Model development, it can be observed that most students' core competency level in self-management and creative thinking has reached level 4, signifying a high level of competency. Meanwhile, the core competency level for teamwork among all students has reached 5-level, indicating a very high level of competence.

The research result aligns with data from in-depth interviews with four teachers and four parents and a focus group involving seven teachers and five parents. The key findings can be summarized as follows:

1) Initially, musical performance and Manora dance closely followed the taught patterns with some errors. However, the developed instruction model instilled motivation and self-esteem. Collaborative planning was implemented, and students engaged in continuous practice at home and school, closely supervised by the teachers. Peer support was also prevalent. As a result, students' musical performance and Manora dance skills significantly improved. They started creating new choreography, applying self-unique, creating new and developing their techniques. Most importantly, students experienced joy, pride, and a willingness to accept feedback from others.

2) Students who have practiced rope-jumping during the early stages can perform basic rope-jumping maneuvers (2-3 types) and even jump rope in teamwork. Nonetheless, through an instruction model with collaborative planning, students continuously practice at school as they develop. They are joined by senior students who have received awards and competed internationally to train together and enhance various techniques. Students also self-evaluate, allowing them to perform almost all types of rope-jumping according to the criteria and considerably improve their teamwork skills.

3) During the initial stage of developing the skills in creating robots, students typically start by crafting robots in just 1-2 simple patterns. However, as they enhance through an instruction model development, which involves

participating in clubs, engaging in collaborative activities during afternoons and weekends under close teacher supervision, and taking part in competitive events over an extended period, they gain the ability to produce a broader range of robot types that meet specific criteria. This newfound skill allows them to diversify their creations and positions them for success in inter-school competitions. 4) Students could undergo meaningful self-development while fostering a sense of pride and self-esteem. They achieve this by acknowledging their strengths and limitations, assuming responsibility for their actions, establishing life -goals, and cultivating self-discipline. Additionally, they exhibit proficiency in time management, adeptly navigate daily stressors, effective time-management emotional-management, thoughts, and feelings, and demonstrate resilience when faced with difficulties and challenging circumstances, especially during times of adversity."

Conclusion and Discussion

1. Conclusion

1) the instruction model development based on Multiple Intelligences Theory, comprised six components: concepts, objectives, development processes, teachers' roles, parents' roles, and the results. The development process consisted of two stages: 1) Pre-development stage, which includes two sub-stages: building understanding among parents and stakeholders, preliminary competence assessment, and collaborative planning. 2) Development stage, consisting of five sub-stages: situational organization for learning, situational organization for development, adaptation, guidelines for skill development and implementation, facing challenging situations, and extracting lessons learned.

2) The specific competency of all students in four aspects, including musical performance, Manora dance, rope-jumping, and robotics making, have significantly improved after implementing the instruction model based on the Multiple Intelligences Theory developments at the 4-level, which represents high-level competency.

3) The three core competency of all students have improved significantly after implementing the instruction model based on the Multiple Intelligences Theory development. Most students' self-management and creative thinking competency were at 4-level, representing a high-level competency. Meanwhile, the teamwork competency level of all students is at 5-level, signifying a very high level of competency.

2. Discussion

1) instructional model based on Multiple Intelligences Theory

The research results revealed that the instruction model based on the multiple intelligences theory was comprised of six components: concepts, objectives, development processes, teachers' roles, parents' roles, and the results.

The instruction model based on the theory of Multiple Intelligences development encompasses six components: concepts, objectives, development processes, the teachers'roles, the parents' roles, and the results. Research findings affirmed a substantial enhancement in both specific competency across four aspects for all students and core competency across three aspects following the implementation of this instruction model. This improvement can be attributed to the systematic development of the instruction model, following the principles articulated by Joyce and Weil (1986). These principles underscore the importance of having a supportive theory, practical application in real-world contexts, and refinement based on the outcomes of experimentation.

The developed instruction model aligns seamlessly with the Multiple Intelligences Theory, facilitating competency development. It has undergone thorough scrutiny by experts, incorporating refinements based on their recommendations. Consequently, it has been harnessed to bolster the instructional model, emphasizing enhancing development processes, teachers' roles, and parents' roles. This comprehensive Multiple Intelligence Theory has

yielded substantial improvements in the instruction model.

2. Four specific competency and three core competency in all students are improved by the Instruction Model based on the Multiple Intelligence theory. Most students had core self-management and creative thinking competency at a 4-level: high level. All students' aggregate cooperation competency is at a 5-level, which is a very high level. The establishment of an instruction model development that enabled students to learn via direct experiences, creative thinking, practice, share knowledge, synthesize the knowledge, and apply that knowledge in following scenarios, which aligns with the Experiential Learning Theory by Kolb (1984).

It is clear from looking at the development process that cooperation between teachers and parents is important for boosting students' competency. The teachers' and parents' careful consideration and support help students' competency increase over time. The Instruction Model also describes a sub-five-step learning process for the development phase that is well-structured and includes the following sub-steps: situation organization for learning, situational organization for development, guidelines adaptation for developing the abilities and implementation, facing challenging situations, and extracting lessons learned. As noted by Khemmani (2021), this procedure is consistent with allowing students to experience various settings.

The sub-steps within the situational organization for learning, which consist of three phases: Motivation-building part, Deep learning part, and summarizing knowledge and connecting it to practical applications, result in profound student learning experiences. This approach fosters intrinsic motivation, significant characteristics, and the student's growth mindset, enhancing their dedication and active participation. This aligns with Biggs and Telfer's (1987) and Guglielmino's (2008) perspectives, who believe in cultivating students' internal motivation for empowering them to self-guidance and self-control for greater learning and personal growth.

The core competency in teamwork of all students is at a very high level due to the development of specific competency. Students have had the opportunity to work collaboratively with various individuals, including participating in activities with adults who are experts, teachers, and parents, as well as engaging in continuous activities with peers and senior students. These experiences help cultivate their skills as effective team members and leaders. They learn teamwork skills, take responsibility for their roles, adapt well to working with diverse groups, organize their work systems, coordinate differing opinions, build strong relationships, and appreciate the value of positive interactions.
The teamwork competency of all students is very high, thanks to the development of specific skills. Students have had the chance to collaborate with various individuals, including engaging in activities with knowledgeable adults, teachers, and parents, while engaging in ongoing activities with their peers and older students. These experiences are crucial in nurturing their abilities as effective team members and leaders. They acquire essential teamwork skills, shoulder responsibility for their roles, demonstrate adaptability when working with diverse groups, establish efficient work systems, harmonize differing viewpoints, foster strong relationships, and recognize the significance of positive interactions.

Recommendation

The recommendations from the research are as follows:

1. When implementing the instruction model based on Multiple Intelligence theory, it is crucial to emphasize the importance of nurturing relationships, collaborating with parents, and motivating students.

2. When educators apply the instruction model based on the Multiple Intelligences Theory, they should undergo training to fulfill the roles defined within the model effectively.

3. Teachers should consistently evaluate the process and competency development at each stage of implementing the instruction model based on the Multiple Intelligences theory,

utilizing data to plan and adjust their work accordingly.

Further Research

To Further study, several key areas deserve research attention:

1. The research should explore utilizing various Instruction Models to enhance diverse core competency.

2. Developing instruction models is recommended, incorporating Multiple Intelligences Theory alongside other pedagogical theories like Experiential Learning Theory to nurture competency across various domains.

3. Initiatives should prioritize the creation of teaching and learning innovations that contribute to developing core and specific competency, with a particular focus on leveraging modern technologies."

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