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# Development of Multiple Intelligence Based Digital Extracurricular Management Model for High Schools

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**Abstract:** This study aims to develop an extracurricular management model grounded in multiple intelligences theory. Employing the Borg and Gall Research & Development (R&D) model, this study integrates a mixed-methods approach. The model comprises ten stages, with this study reaching five stages, namely small-scale product revisions. Expert validation involved three specialists, while small-scale trials engaged 15 teachers and three high school principals. Data collection methods included interviews, questionnaires, and observations, with qualitative and quantitative descriptive analysis employed. The results show that EXMMIND (Digital Multiple Intelligences Extracurricular Management) is effective, with feasibility tests yielding 89.5% (IT experts), 86% (management experts), and 90% (principals) and 89% (teachers), all categorized as 'very good'. EXMMIND provides students with opportunities for growth and development aligned with their strengths. Schools, as institutions that foster humanization, create extracurricular activities and lifelong provisions that are mastered and carried throughout life. This product is anticipated to be implemented to enhance extracurricular activities grounded in students' potential, interests, and intelligence.

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## Introduction

The problems of Indonesian education are very complex. One of the crucial issues is how to improve the quality of schools in order to be able to create a generation or quality human resources. The quality of schools can be improved in various ways, one of which is through extracurricular activities. According to (Istiqomah, 2022), the quality of extracurricular activities in an educational institution is one indicator of the quality of education, extracurricular activities seem to be a brand image for schools that will increase the bargaining price for prospective students. (Berglund, 2023) in his research stated that extracurricular activities have a positive impact on educational outcomes because they provide a source of social control, along with emotional and personal support. Studies show that students who participate in extracurricular activities report higher levels of self-confidence and contribute to positive character development (Snellman et al., 2015 in Berglund Jeny, 2023). Not only that, extracurricular activities have a significant positive impact on academic results, career success, and psychological and physical well-being (Eccles et al., 2003; Gardner et al., 2008 in Pham et al., 2021).

Extracurricular activities are curricular activities carried out by students outside of intracurricular and co-curricular activities, under the guidance and supervision of the educational unit. This is stated in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 (Permendikbud No. 62 of 2014). The purpose of the extracurricular activities held is to develop the potential, talents, interests, abilities,

personality, cooperation, and independence of students optimally in order to support the achievement of national education goals. Various studies (Foley et al., 2022; Ginosyan et al., 2020; Olibie and Ifeoma, 2015 in Le, 2024) have found that extracurricular activities are an important component of education, which offers experiences that go beyond the formal curriculum. This is in line with the thinking (Yhunanda & Muhamad Sholeh, 2021) that students' potential can be formed and developed optimally through extracurricular activities and through this the school gets a positive impact (Jaenullah et al., 2021; Majud Abdul et al., 2022).

Unfortunately, the facts on the ground show that extracurricular activities still need to be improved. Based on initial observations and interviews at SMAS Kristen Dobo, Aru Islands Regency, Maluku Province there are several obstacles in implementing extracurricular activities effectively and efficiently. First, there is no product or guide for extracurricular management at the high school level based on research, there is an extracurricular management product for junior high schools (Technical Products and Development of Extracurricular Activities at Junior High School Level, 2021) and vocational high schools (Talent and Interest Development Products Through Selection of Expertise Concentrations and Extracurricular Activities, 2023) but specifically for high schools there is none. As a result, planning is less than optimal, both in terms of scheduling, appointing mentors and coaches, and limited funding. So far, extracurricular activities have been carried out when there is a need such as sports or arts competitions between schools, but the implementation has not been optimal. Second, extracurricular activities have not explored students' potential and intelligence holistically. The average student participation in extracurricular activities is minimal. The obstacle is that there is no comprehensive extracurricular mapping in reviewing students' potential and intelligence in depth. Third, support for extracurricular activities is still very minimal. Compared to curricular programs, extracurricular is still seen as not the main one so that the participation of teachers, school leaders, parents and even the community is not optimal. Fourth, extracurricular has not become a space to develop the potential and hone the intelligence of each student.

This is reinforced by the results of previous studies that not all students enjoy the ideal and interesting extracurricular programs (Legiman, 2019). Student motivation and enthusiasm have not developed significantly (Asykarillah dkk., 2021; Ridwansyah dkk., 2021; Akbar dkk., 2022). Not all schools are serious about developing supporting factors for maximum extracurricular progress, even supervision and assessment have not been fully developed by the supervisors (Rahayu and Maulidin, 2024). In addition, not all teachers are involved in empowering extracurricular activities as activities that provide encouragement and motivation for students to achieve (Legiman, 2019; Zakhir, 2019). This lack is caused by various factors such as lack of resources and costs, teachers' understanding and motivation that are not yet optimal in exploring students' potential and intelligence, and facilities that are less than supportive. These findings indicate that the essence of education has not touched its roots, namely humanizing every student as an individual who has the right to grow, develop, advance and excel by recognizing, exploring and honing each of their potentials and intelligence. If the essence of education is to humanize humans, then recognizing differences and applying them in the learning process including extracurricular activities is something that should be done. This is stated in the national education goals that education must focus on empowering students personally.

Therefore, EXMMIND (Extracurricular Management of Multiple Intelligences Digital) is a product developed to answer these problems. Through the theory of multiple intelligences, this product not only presents a general extracurricular management product but

 

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specifically as a holistic and comprehensive product, able to develop and accommodate all students' potential and intelligence. The results of previous studies emphasized the importance of extracurricular management that accommodates all the potential and intelligence of diverse students with Gardner's multiple intelligences theory, such as: (Putra et al., 2022) shows that the multiple intelligences-based extracurricular activity development model is very useful and suitable for use in high schools. (Aminah, 2021) the results show that the extracurricular activities carried out not only make students enthusiastic about taking each chosen class. But these activities are actually a strategic step to develop various intelligences, talents and interests of students. (Sasmita et al., 2024) the results show that the application of multiple intelligences through the teacher's approach and extracurricular activities is very successful in increasing students' creativity.

EXMMIND is not only a management model that seeks to see and map students' intelligence and interests but also a new breakthrough that also answers the challenges of today's education, namely information technology. To facilitate the use of this model, this product is presented in digital or electronic form which aims to make it easy and practical anytime and anywhere with unlimited space and time. This is in line with the view (Nurazizah et al., 2022) that the Product can be used practically and easily carried anywhere, the Product does not cost more to access because it is easy to store and light in data; makes it very easy for readers when searching for certain terms or materials that are difficult to find. Based on this background, this study aims to develop an extracurricular management model based on multiple intelligences. It is expected that the results of this study can provide significant contributions to the development of educational policies, innovation in the field of technology and information, and optimization of extracurricular management that is centered on students. This research makes a significant contribution to the development of educational policies, technological and information innovation and optimization of student-centered extracurricular management.

## Research Method

This research uses the Borg and Gall type of development research with mixed methods, consists of ten stages (Borg and Gall in Okpatrioka, 2023), but this study only reached five stages, namely small-scale product revision. This research was conducted in 2024 with a research locus of 3 schools in the Aru Islands Regency, Maluku Province namely: Dobo Christian private high school, Dobo PGRI high school and Yos Sudasrso Dobo high school. The total research participants were 18 people consisting of 15 teachers and 3 school principals. Before the product was tested on a limited scale, a validation test was conducted by 2 management expert validators and 1 computer and information technology (ICT) expert validator. Data were collected using interviews, observations, document studies and questionnaires. Interviews were conducted with principals, teachers and students in the early stages to provide an overview of the problems and needs of extracurricular management. Document study aims to analyze data in the field with relevant literature review in developing products.

The data analysis techniques used are qualitative descriptive analysis and quantitative descriptive analysis. In the context of qualitative descriptive analysis, the author uses the Miles and Huberman model, including: data reduction, data presentation, and drawing conclusions (Mezmir, 2020; Asipi et al., 2022; ). Data reduction is done by selecting data that is relevant to the focus of the research, data abstraction by summarizing and making core data notes, categorizing data, filtering data in detail and finding vital patterns or concepts. Data presentation is done systematically, comprehensively and holistically through data tables or

matrices, graphs or charts and narrative texts to facilitate reader understanding. Drawing conclusions is done by formulating conclusions based on the data that has been collected and analyzed. While for quantitative descriptive analysis, all validation and user data are processed using IBM SPSS Statistics 26 to produce certain scores, percentages and categories. Each validation result is classified using a percentage in an interval table, so that it is easy for the reader to understand.

## Results and Discussion

In developing the product, the initial development step is carried out with a preliminary study as an effort to research and collect information related to the implementation of extracurricular management that has been carried out in SMA Pulau Aru Regency. Interviews were conducted with the principal, teachers, and student representatives to see what kind of guidelines are used and how the management has been implemented. In extracurricular planning, it was found that it was not systematic, measurable and sustainable, even the mapping of student interests was not optimal and comprehensive in exploring the potential and intelligence of each student. The impact is that there has been no serious class updating based on student interest and intelligence data so that some students develop their interests in general paths outside of school, classes opened this year have the potential to be opened the following year. The organization is still weak, there is no description of the duties and responsibilities of the principal, supervisor, related parties such as the committee, community and alumni in empowering extracurricular activities and students (as administrators) who can collaborate to strengthen extracurricular activities. Implementation is not optimal. Extracurricular activities are still carried out in general and have not touched all the potential and intelligence of students. In addition, it tends to be carried out if there are competition activities that require extra training to represent the school. Evaluation and assessment have not been in-depth according to the intelligence and interests mastered, generally only listed on the education report card. And for extracurricular evaluation there is no supervision and monitoring instrument for the principal so it is not optimal. It can be concluded that extracurricular management is not optimal and comprehensive as a forum for developing student quality.

Based on the findings in the initial steps, the focus of revitalization is to produce an extracurricular management model that not only answers administratively but also develops the potential of students as a whole. For this reason, this model uses the theory of multiple intelligences as its basic basis. This consideration is made because in exploring human potential (diverse creatures) there is no single device that can be used effectively universally. Therefore, in the context of extracurricular education, it must be managed with a diverse foundation, not a uniform one. This is the locus of development in the guide. In addition, this model was developed by utilizing sophisticated technology, namely the Google site as an interactive and creative development media. This makes it easy for users to access products freely and not limited by space and time. Can be accessed with mobile phones, computers, laptops and the like. Access becomes easier by simply clicking on the shared website link. In addition, it does not require large storage.

The result is a product developed under the name EXMMIND: Extracurricular Management of Multiple Intelligences Digital. This planting aims to make the product easily recognized and understood, especially its function and essence. In EXMMIND there are various features such as: homepage, about-EXMMIND, glossary, author profile, EXMMIND for Leader (Principal), EXMMIND for Instructor (Trainer/Teacher), attachments and DEERMI (Extracurricular Research Diagnosis Based on Multiple Intelligences). The home

 

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menu provides access to each menu and displays the logo and outline of what EXMMIND is. EXMMIND for leaders is more specifically intended for principals who are directed to manage extracurricular policies, while for teachers (EXMMIND for instructors) it is practical about how to map student interests based on the DEERMI Profile so that it can be continued with class implementation based on the abilities and interests of each student.

DEERMI profile is the final result of DEERMI, an android-based application that helps diagnose students' intelligence and interests based on data so that the planning process becomes optimal. Through it, schools find it easier to map extracurricular classes based on the interests and intelligence of the 9 intelligences presented by Gardner: linguistic, logical-mathematical, visual-spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential (Gardner, 2011). Each intelligence is developed with suitable extracurricular recommendations based on the core components stated by Gardner. Not only is the extracurricular classification constructed based on 20 previous studies (Aminah, 2021; Putra et al., 2022; Asio et all., 2021; Sasmita et all., 2024; Amalia & Hosna, 2024; Rumfot et all., 2024; Attamimi & Umarella, 2019; Rakhman, et all., 2023; Ullah et all., 2022; Nashihin et all., 2024; Ponmozhi & Nirmala, 2024; Jia Lyu, 2024; Collins, 2024; Tomoiaga, 2024; Rahmawati & Ibrahim, 2020; Rohmadina & Ruja, 2024; Sholihat et al., 2021; Nulhakim & Berlian, 2020; Fernando & Ratnasari, 2024; Sambeka et al., 2024).

Not only planning, in EXMMIND, teachers and principals find it easier to organize all potentials and resources internally and externally with comprehensive lines of coordination and relationships. Implementation is carried out differently by referring to the DEERMI profile, what are the students' strengths, what learning styles are appropriate and how to treat them appropriately. Evaluation and assessment become more diverse and not monotonous. The entire extracurricular process is no longer one-way and uniform, but rather diverse in terms of planning, class determination, implementation, event assessment, and evaluation. This aims to ensure that extracurricular activities are not only a place to develop interests, but also a place for the growth and development of interests with intelligence and all the dominant potentials in students. The EXMMIND display can be seen in Figure 1 (accessible via mobile phone) and Figure 2 (accessible via laptop). Products can be accessed via the website:
https://sites.google.com/guru.sma.belajar.id/exmmindforleaderandinstruktur?usp=sharing.


**Figure 1. EXMMIND display on HP**.

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**Figure 2. EXMMIND display on computer/laptop.**

After the initial product development, the next stage involves the implementation of expert validation consultation. This validation process is carried out by 1 professional expert in the field of ICT (Information and Communication Technology), the assessment focuses on: functionality, usability, performance, and support. While for the management field validator 2 validators with four aspects assessed, namely: planning, organizing, implementing, controlling. Each aspect is presented in the form of a statement on the questionnaire instrument and measured using a Likert scale. The following are the assessment results from the ICT expert validator and management expert in Table 3.

**Tabel 1. Validation Results of ICT Expertss and Management Experts.**

| **ICT Expert** | | **Management Expert** | |
|---|---|---|---|
| **Aspect** | **Results** | **Aspect** | **Results** |
| *Functionality* | 100% | *planning* | 93.75% |
| *usability* | 90% | *organizing* | 96.88% |
| *performance* | 80% | *actuacting* | 100% |
| *supporbality.* | 80% | *controling* | 100% |
| Overall score | **87.5%** | Overall score | **97.66%** |
| | Very good | | Very good |

Based on table 3, it can be seen that the assessment carried out by the ICT expert validator produced a score of 100% with the category of "very good" in terms of functionality. In the usability domain, it obtained a score of 90% with the category of "very good". For performance, the score was 80% with the category of very good and finally for supporbality, it obtained 80% with the category of very good. So the overall score of the ICT expert validator obtained a score of 87.5% with the category of Very Good. For management expert validators, there were two experts with a combined planning value of 93.75% with the category of "very good". Organizing with a score of 96.88% in the category of "very good". In actuacting with a score of 100% in the category of "very good". Finally, in controlling, it obtained a score of 100% with the category of very good. So the total overall management expert validator showed a score of 97.66% with the category of Very Good.

In addition to referring to the validation instrument, most of the basis for product assessment and improvement comes from feedback or recommendations, written and oral suggestions by expert validators. ICT expert validators provide recommendations to add icons to make it easier to use because there are so many menus. In addition, colors need to be developed because they are still minimalist. In the DEERMI application, make sure the calculations are clear, test them on teachers whether they are appropriate. While management experts provide advice on extracurricular management to be sharpened in the differentiation

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section. In addition, the principal's supervision of the instrument is deepened so that it really answers student-centered extracurricular activities.

After EXMMIND was validated by expert validators and revised based on each input, the researcher continued to the next test stage, namely limited field trials. Limited field trials were tested on 3 schools, namely: Dobo Christian High School, Dobo PGRI High School and Yos Sudarso High School Dobo. Total participants 18 including: three (3) principals and fifteen (15) teachers. Each consists of 25 items based on 5 aspects, namely: display quality, technical quality, content quality, quality of usefulness and effectiveness of extracurricular management. The results of limited trials are both attached in table 4. (Principal) and table 5. (Teacher).

**Table 2. Results of Limited Field Trials of school Principal**

| Aspect | Principal |
|---|---|
| Display quality | 93% |
| Technical quality | 89% |
| Content quality | 89% |
| Usefulness quality | 90% |
| Effecitiveness of extracurricular management | 90% |
| **average** | **90%** |
| **category** | **Very good** |

The results of the limited trial of the principal showed that the quality of the display obtained a score of 93% with the category of "very good", the quality of the technique obtained a score of 89% with the category of "very good". The quality of the content was 89% with the category of very good. The quality of usefulness obtained a score of 90% with the category of "very good". Finally, the effectiveness of extracurricular management obtained a score of 90% with the category of "very good". So it can be concluded that the results of the limited trial by the principal for the EXMMIND product are Very Good so it is highly recommended for use.

**Table 3. Results of Limited Field Trials for Teachers**

| Aspek Penilitian | Guru |
|---|---|
| Display quality | 90% |
| Technical quality | 88% |
| Content quality | 89% |
| Usefulness quality | 90% |
| Effecitiveness of extracurricular management | 88% |
| **average** | **89%** |
| **category** | **Very good** |

The results of the limited trial to fifteen (15) teachers showed that: the display quality scored 90% with the category of "very good". The technical quality scored 88% with the category of "very good". The content quality scored 89% with the category of "very good". The quality of usefulness scored 90% with the category of "very good". Finally, the effectiveness of extracurricular management scored 88% with the category of "very good". Based on the scores obtained, it can be concluded that EXMMIND is in the Very Good category by teachers and is suitable for use in improving extracurricular management that has an impact on school quality. There are revisions to technical matters such as typos, more than that according to users it is suitable for use. Based on the results of the limited field trial, the last stage is the revision of the limited product trial, typos in several menus are revised so that the final result produces a product that is truly tested and validated technically and in essence. Finally, this product can be used as it should be based on the research objectives to produce

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an extracurricular management based on multiple intelligences or in real conditions this product is named EXMMIND.

The results of the data analysis show that EXMMIND has received very good qualifications from experts and users, namely: principals and teachers, so it is suitable for use. Some of these impacts include: first, EXMMIND is suitable for use because it provides positive results. With EXMMIND, high schools can now have a reference in managing extracurricular activities appropriately and comprehensively. This finding is in line with (Rakhman, et al., 2023) that it is very important to have management to explore and maximize the potential of each student, especially in implementing multiple intelligences. And as stated by (Wardani et al., 2024) that teachers and principals have a significant role in managing schools based on multiple intelligences in order to improve student achievement. Through EXMMIND, teachers and principals are helped because they have a clear reference in guiding and managing extracurricular activities from planning to evaluation and assessment so that they really hone students' abilities and intelligence in solving problems and producing a product. This is reflected in the positive responses of several participants: "So far we do not have extracurricular guidelines. However, this guide is interesting, I get a new understanding that extracurricular activities also need serious attention and are viewed in terms of the diversity of intelligence and potential of students (JF)". "So far our school has run extracurricular activities based on student interests, but through EXMMIND, not only are our interests helped to break them down but also based on student intelligence so that they can recognize dominant intelligence and we can hone it through extracurricular activities (RA)".

Second, EXMMIND is easy to use and understand because its features are attractive and easy to access. This was conveyed by one of the users below: "I don't like reading too many words and I'm lazy if I have to open each page one by one. However, with EXMMIND it's easier, to search for something just type it and it will appear quickly so you won't get bored opening it (SL)". "EXMMIND is very interesting, I don't get bored using it and it's easy to access" This finding is in line with the results of research (Jannah et al., 2024) that Google Sites has proven to be an effective and efficient learning medium. In addition, (Lestari & Safitri, 2023) showed that by using Google Sites, the product becomes more effective and easy to access. (Darmawan, 2021) said the same thing that Google Sites is very helpful and makes it easier for every user who accesses it, because each feature can be used properly and the appearance can be made as attractive as possible.

Third, through EXMMIND, teachers' views are increasingly open, in addition to school data on extracurricular activities becoming more effective and efficient. Through one of the EXMMIND menus, namely DEERMI, schools find it easier to break down students' extracurricular activities based on their strengths and potential. Now the mapping of extracurricular classes is unlimited so that classes become diverse according to the potential, interests and intelligence of students. Research (Zyl, 2021) states the same thing that MI-based extracurricular activities are highly recommended for implementation because they develop the potential of students. (Atwwod, 2020; Mavrelos and Daradoumis, 2020 in Waterhouse, 2023) provide similar emphasis when educators continue to manage MI by believing in the diversity of strengths in each student, it will have a positive impact on improving the quality of students. This certainly has an impact on the quality of the school. Schools ultimately become not only institutions that accommodate humans but also those that develop the quality of these humans so that they become quality graduates.

Fourth, extracurricular activities now focus more on students' potential and intelligence. So that schools can develop and assess interests based on abilities that are in

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accordance with student data and choices. Teachers find it easier to develop student potential. Extracurricular activities can now be a forum that is not only administratively a curricular program but truly a forum that explores each student's diverse potential and intelligence. Now every student's potential becomes more valuable and has the right development forum. This idea is in line with (Putra et al., 2022; Asio et al., 2021) MI-based extracurricular activities are very good at improving student achievement and answering appropriate and quality self-development. (Amina, 2021) also stated the importance of seeing MI as an education that should be applied both in intracurricular and extracurricular activities. In addition (Sasmita et al., 2024) found that the application of multiple intelligences through the teacher's approach and extracurricular activities was very successful in increasing students' creativity. This is evidenced by the students' ability to express the intelligence they have through the creativity they show. According to users, the positive impacts they feel are clear: "Until now we have managed extracurricular activities conventionally, students who are interested can immediately take part. However, with one of EXMMIND's features, DEERMI, we not only map interests but also recognize the dominant intelligence possessed by students and can direct them to hone according to their interests (IM, 2025)" "DEERMI is very interesting and easy to use. Finally, we can map and see the potential possessed by students and assess them with what they have (MF, 2025)".

Quoting Gardner, the originator of the MI theory: All humans have these intelligences, linguistic, mathematical, musical, spatial, and so on, but showing two humans, not even identical twins, have exactly the same profile, because even though we share the same genes, we do not share the same experiences, and in fact, identical twins often want to differentiate themselves from each other, and thus deliberately enter different types of jobs and activities (Gardner, 2011). This is the essence of EXMMIND, from planning to assessment and evaluation, all are developed and considered diversely and not uniformly. The strength of EXMMIND is to focus on the potential and dominant intelligence possessed by students so that through mapping these strengths (DEERMI) extracurricular activities can be managed optimally.

The essence of education is to humanize humans who are different in any aspect, including managing their interests and talents based on the intelligence that exists within them. Borrowing the sentence of education with the Among system by Ki Hajar Dewantara, namely "nature" every person has a natural nature within themselves that is not possessed by others (Noventari, 2016 in Rahayuningsih, 2021). EXMMIND upholds this by providing a reference for educators to have intensive insight in seeing, assessing, and developing the potential of each student by focusing on their nature or specialties, not the other way around, measuring students' abilities from the perspective of the specialties of others. Research (Rahayuningsih, 2021) confirms the same thing that understanding the differences in multiple intelligences of each student is very important for educators to help educators prepare their students to achieve ideal achievements.

Awareness of diverse extracurricular activities through EXMMIND is a manifestation of Indonesian education that prioritizes the value of diversity. Bhineka Tunggal Ika is now not only a state philosophy but is applied as a noble ideal in educating the nation's life with diverse extracurricular values and spirits. Now this research has an impact on creating extracurricular activities as a forum that not only respects but celebrates differences. All students have the opportunity to grow, develop with the strengths they have and schools can be called institutions that humanize humans because their teachers and principals not only create extracurricular activities but also life provisions that are mastered and carried throughout life. (Sholihat et al., 2021) state that by developing multiple intelligences

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education, students as unique individuals with all their potential, interests, talents and creativity will move towards independence so that they have an impact on living a more effective life. This noble value is in the EXMMIND product, which not only provides guidance, but the right fertilizer, the right rules in mixing all the strengths of the school to support the potential in students.

Amidst the benefits and advantages of EXMMIND as an extracurricular management guide, there are various limitations. As stated by (Kusyana et al., 2024) that in producing digital products the limitations that tend to be encountered are: internet access, training in use and lack of adequate technological facilities. EXMMIND is a digital product but after being tested by experts and users, the limitations it has are that this product cannot be accessed if users do not have internet access, a stable network and signal and the use of supporting devices such as cellphones, laptops or computers. For teacher training and adequate facilities, based on the findings, this product can be easily accessed so that it does not require special skills and adequate and expensive facilities because EXXMIND can be accessed via any electronic device, not only laptops but also mobile phones that have internet access. With EXMMIND now high schools can have a reference in managing extracurricular activities appropriately and comprehensively. Through EXMMIND teachers and principals have clear references and instruments in guiding and managing extracurricular activities from planning to evaluation and assessment. EXMMIND is very inclusive and provides space for teachers to hone and encourage the abilities and intelligence of students in solving problems and producing a product.

## Conclusion

The results of the research showed that EXMMIND (Extracurricular Management of Multiple Intelligences Digital) is feasible to implement. IT experts gave a score of 89.5%, management experts gave a score of 86%, and by practitioners with an activity level of 90% by the principal and 89% by teachers, both of which are in the very good category. These results show that EXMMIND is effective in presenting extracurricular activities that focus on student intelligence and potential. Although EXMMIND offers various benefits, there are limitations that need to be considered, namely the need for internet access and a stable network to be able to maximize the use of this guide among users.

## Recommendation

For teachers or extracurricular supervisors, EXMMIND was created to help teachers in implementing extracurricular management for students, therefore it is hoped that this product can be used consistently so that extracurricular activities can produce quality quality. For school principals, It is hoped that EXMMIND can help school principals in carrying out their functions as administrators and even as supervisors and leaders in managing all extracurricular policies and programs so that they are truly carried out by students, for students. This means that students are involved in managing together and giving appreciation to students according to their specialties or intelligence. For further researchers, they can continue the development of this model to a wider trial stage in various educational units at more diverse levels, for example junior high schools or elementary schools, in order to obtain more comprehensive generalization of results and to study the long-term implementation of the use of EXMMIND to see its impact on the development of students' potential, interests, and intelligence in a comprehensive manner.

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