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Optimizing English Language Assessment through Multiple Intelligences and Local Wisdom Integration

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Abstract

This study investigates the implementation of Multiple Intelligences (MI)-based assessments enriched with elements of local wisdom in English language teaching at a rural junior high school in Central Java within the framework of the Merdeka Curriculum. Employing a qualitative phenomenological approach, data were collected from two English teachers of grades 7 and 8 through in-depth interviews, classroom observations, and document analysis. The findings highlight that while MI-based assessments have the potential to improve student engagement and accommodate diverse learning profiles, particularly in the domains of logical-mathematical, visual-spatial, and interpersonal intelligences, their practical application remains limited. The integration of local wisdom, including regional folklore, traditional values, and cultural expressions, supports the development of more contextualized and meaningful assessments. However, several obstacles were identified, such as inadequate teacher training, limited assessment tools, and insufficient institutional support. The study discovers the need for sustained professional development to enable teachers to design culturally responsive assessments aligned with MI theory. By focusing on assessment - an aspect often overlooked in MI-related studies - this research contributes new perspectives to the discourse on personalized and culturally rooted evaluation practices. It also offers practical implications for English language instruction in rural and culturally diverse Indonesian contexts.

Keywords: Assessment; Local Wisdom; Multiple Intelligences.

Indonesia's evolving educational landscape has ushered in the Merdeka Curriculum, which places strong emphasis on holistic development, personalized learning, and the cultivation of values rooted in Pancasila (Kemdikbud, 2022). One of its primary goals is to accommodate diverse students' needs and characteristics. This emphasis aligns with the core tenets of Gardner's (2020) Multiple Intelligences (MI) theory, which expands the traditional view of intelligence beyond linguistic and logical domains to include a broader spectrum such as spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences.

Recent educational research has underscored the effectiveness of Multiple Intelligences (MI) theory in enhancing both student engagement and academic performance (Smith, 2023). Nevertheless, adapting MI-

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based assessments to suit specific educational settings requires thoughtful contextualization. In particular, embedding local wisdom into assessment practices is essential for promoting culturally relevant and meaningful learning experiences (Iskandar, 2022). Local wisdom refers to a region's distinctive cultural values, traditions, and community-based knowledge systems, which serve as rich sources for contextualizing teaching and assessment strategies (Rahman & Dewi, 2023).

Despite these benefits, integrating MI theory and local wisdom into classroom instruction and evaluation remains a complex task. At a rural junior high school in Central Java, English teachers encountered various obstacles, such as insufficient training in MI-oriented pedagogy, a lack of assessment tools that reflect diverse intelligences, and limited guidance on incorporating cultural elements into evaluations. These issues have the potential to undermine the broader goals of the Merdeka Curriculum, which emphasizes personalized, inclusive, and flexible education (Yuanita, 2023).

This study investigates how English teachers at a rural junior high school in Central Java apply MI-based assessments and explores the extent to which the inclusion of local wisdom can enrich these practices. It aims to provide insight into strategies for developing assessments that are not only student-centered but also culturally grounded.

The Merdeka Curriculum reflects a significant shift in Indonesia's educational landscape, encouraging more adaptive and learner-focused approaches (Kemdikbud, 2022). By promoting differentiated instruction, it aligns with global trends and supports the Sustainable Development Goals by fostering essential 21st-century competencies, such as creativity and critical thinking (Suwastini, et al., 2021; Susanti et al., 2023).

Gardner's (1983) MI theory has been widely implemented in diverse educational settings, offering alternative approaches to teaching and assessment that acknowledge students varied cognitive strengths. Research has shown that MI-based methods can boost learners' motivation, confidence, and academic achievement (Thomas & Perwez, 2024). To maximize their effectiveness, however, these methods must be adapted to reflect the sociocultural realities of the learners (Supriatna, 2022). MI theory also supports holistic education principles, advocating for the nurturing of a broad spectrum of intelligence beyond standard academic measures.

Integrating local wisdom into the curriculum allows educators to bridge school-based knowledge with learners' cultural and environmental realities (Rahman & Dewi, 2023). When lessons and assessments are rooted in students' lived experiences, they become more engaging and relevant (Iskandar, 2022). This strategy resonates with culturally responsive pedagogy, which has been proven to improve learning outcomes (Gay, 2018). Yet, the successful implementation of such approaches is often constrained by the availability of resources, institutional support, and the extent of teachers' preparedness (Pugu et al., 2024).

While MI-based assessment offers notable advantages, its application in Indonesian schools faces persistent challenges, including limited teacher training, insufficient infrastructure, and the complex task of designing culturally meaningful assessment tools (Aditama et al., 2023 ; Susan & Putri, 2023). Research suggests that equipping teachers with relevant knowledge and competencies through professional development is vital to overcoming these barriers (Johnson, 2020).

Previous studies have addressed various aspects of MI theory and its implementation in classroom practice. For example, Armstrong (2012) demonstrated that MI-based instruction especially when combined with project-based learning can significantly enhance students' motivation and critical thinking. Similarly, Iskandar & Haris (2023) emphasized the importance of cultural contextualization and teacher readiness in

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applying MI approaches effectively. In the Indonesian context, Iskandar (2022) found that integrating local wisdom into teaching materials made content more applicable and resonant with students' real-life experiences. Smith (2023)further affirmed that MI-oriented teaching addresses students' diverse learning needs and promotes engagement, reinforcing the value of differentiated instruction.

In Indonesia, the implementation of MI has also started to be applied in some secondary schools, as found in a study by Iskandar (2022). Iskandar found that the use of MI is able to increase student engagement, but the attention to integrating elements of local wisdom in MI is still minimal.

Studies on the application of multiple intelligences in learning have previously been developed by Aditama et al., (2023) applying qualitative research using a phenomenological approach. By classifying 3 dominant characters for each student, this test was applied to 32 students in Class 10 of SMK Negeri 1 Karangdadap, and based on the results of the study found 3 dominant characters of students, namely (a) Visual 75% (24 students), (b) Kinesthetic 65.6% (21 students), and (c) Naturalist 71.8% (23 students). Based on these results, teachers can develop learning strategies that are in accordance with student character. The study of MI was then developed by Purnomo et al (2024) to analyze the implementation of Multiple Intelligences Research to improve the quality of learning at School of Human Bekasi. With a qualitative approach, the results show that the implementation of MIR at School of Human is carried out comprehensively from the admission of new students, class division, application to the teaching system, development activities, career design for students, to the application of an authentic assessment system. School of Human applies MIR to improve the quality of learning through academic achievement, character strengthening, and career development.

The next MI intervention in learning was conducted by Kristanto (2019) who developed a lesson plan for learning mathematics based on multiple intelligences for junior high school students. The resulting products include Lesson Plans, Teacher's Manuals (BPG), Student Workbooks (BKS), and Learning Achievement Tests (TPB). The results of the study concluded that the process of developing a Learning Plan using Thiagarajan's 4-D development model has met the criteria of valid and practical, although not yet fully effective.

From the literature discussed, MI is applied in assessment and learning in general and specific to certain subjects; however, the literature discussing the application of MI in assessment integrated with local wisdom and in English language learning is still very limited. In our previous research (Shofyana et al., 2022), it was found that learning integration can improve students' understanding. Student competence can be developed optimally if the delivery of material is carried out according to student needs (Aditama et al., 2023). The use of varied and fun learning models can maximize the achievement of learning targets (Shofyana et al., 2024). Teacher competence will also develop along with increased knowledge of meeting student learning needs (Aditama et al., 2022). However, there are still shortcomings in meeting students' needs evenly, so further research is needed to find out the competencies of diverse students and develop appropriate learning methods. Thus, this research is proposed to contribute to the development of a more comprehensive, sustainable, and relevant assessment model in the context of education integrated with local wisdom, especially in the implementation of Merdeka Curriculum.

Research on local wisdom integration has also emphasized its potential to foster sustainable education. Rahman (2023) showed that incorporating traditional practices into the curriculum can support environmental stewardship and social responsibility among students. However, Yusuf (2023) identified a significant gap in teacher preparedness and

resource availability, which limits the effective application of such strategies in schools.

While these studies provide valuable insights, gaps remain in understanding how MI-based assessments, specifically in English language teaching, can be effectively implemented alongside local wisdom in Indonesia's educational landscape. Moreover, few studies address the specific needs of rural schools, where resources and professional development opportunities are often limited. This study seeks to address these gaps by examining the intersection of MI theory, local wisdom, and assessment practices in the context of the Merdeka Curriculum. Unlike prior studies that primarily focus on instructional strategies, this research emphasizes assessment of an area often overlooked in MI-related studies. Additionally, it explores how local wisdom can enrich MI-based assessments in English language teaching, offering a culturally responsive approach to evaluation.

The novelty of this research lies in its dual focus: first, on how English teachers implement MI-based assessments, and second, on how integrating local wisdom can enhance the assessment process. By conducting the study at a rural junior high school in Central Java, this research provides practical insights into the challenges and opportunities of implementing these strategies in rural Indonesian schools. Furthermore, it contributes to the limited body of literature on culturally responsive assessment practices in English language teaching within the framework of the Merdeka Curriculum.

According to the background and the urgency in obtaining the research above, the research problems of this study are formulated into: 1) How do English teachers at a rural junior high school in Central Java implement MI-based assessments in English Language Teaching (ELT) at the junior secondary level? And 2) How does integrating local wisdom enrich MI-based assessments in the ELT teaching-learning process at the junior secondary level?

Method

This study employed a qualitative research design using a phenomenological approach to explore the lived experiences of English teachers in implementing Multiple Intelligences (MI)-based assessments integrated with local wisdom in the context of the Merdeka Curriculum at a rural junior high school in Central Java. The phenomenological method was chosen to deeply understand how individuals make sense of their teaching and assessment practices, particularly in relation to the integration of cultural and pedagogical frameworks (Creswell & Poth, 2018).

The study was conducted at a rural junior high school in Central Java, a junior secondary school located in Batang Regency, Central Java, Indonesia. Two English teachers, teaching grades VII and VIII, were selected as the main participants through purposive sampling. Both participants had been actively involved in implementing the Merdeka Curriculum and had experience in applying MI-based instructional strategies.

Three primary techniques were used to gather data, aligning phenomenological principles and ensuring triangulation:

1. Classroom Observation
   Non-intrusive participatory observation was carried out in both teachers' classrooms during regular English lessons. The observations focused on how the teachers designed and implemented MI-based assessments, as well as how elements of local wisdom such as Javanese proverbs or local stories were embedded in the learning process. Field notes were taken to document instructional strategies, student responses, and assessment formats (Merriam & Tisdell, 2016).
2. In-depth Interviews
   Semi-structured interviews were conducted individually with each teacher, lasting approximately 60–75 minutes. Questions explored their understanding of MI, the rationale for

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integrating local wisdom, challenges encountered, and perceived impacts on student learning. Follow-up interviews were also conducted for clarification and elaboration purposes.

3. Document Analysis
   Supporting documents such as lesson plans (RPP), student worksheets, rubrics, and assessment instruments were analyzed. These documents were examined to identify how MI theory and local values were operationalized in assessment tasks (Bowen, 2021). School policy documents related to the implementation of the Merdeka Curriculum were also reviewed to provide institutional context.

Data was analyzed through thematic analysis with an interpretive lens. The steps included:

1. Data Reduction
   Raw data from interviews, field notes, and documents were reviewed and condensed to eliminate irrelevant or repetitive information. Key excerpts and codes related to MI application and local wisdom integration were identified.
2. Data Display
   The organized data were displayed in matrices and narrative summaries, allowing for comparison between the two teachers' practices and identifying similarities or differences in implementation.
3. Conclusion Drawing and Verification
   Emerging themes were interpreted in relation to the research questions. Themes such as types of intelligences emphasized, cultural content used, and assessment strategies were cross validated through data triangulation and peer debriefing.

The researcher is an English language educator with experience in curriculum development and teacher training within the same region. This background provided an informed lens through which classroom practices were observed and interpreted. However, the researcher remained critically self-aware of potential biases by maintaining reflective memos and seeking validation from participants through member checking. Throughout the process, efforts were made to ensure that interpretations emerged from participants' perspectives rather than the researcher's assumptions.

Result and Discussion

Teachers' Implementation of MI-Based Assessments

Table 1 illustrates the observed application of various Multiple Intelligence (MI) domains by two different teachers, Teacher A (7th Grade) and Teacher B (8th Grade), within their respective classroom activities.

Table 1. Implementation of MI Domains in Classroom Activities

Intelligence Domain	Teacher A (7th Grade)	Teacher B (8th Grade)
Linguistic	✓	✓
Logical-Mathematical	✗	✓
Spatial	✓	✓
Musical	✗	✗
Bodily-Kinesthetic	✗	✗
Interpersonal	✓	✓
Intrapersonal	✓	✓
Naturalistic	✗	✓

Teacher A (7th Grade):

Teacher A demonstrated a moderate understanding of MI theory and its application in the classroom. The assessment methods primarily focused on linguistic intelligence through traditional tests and writing assignments. However, efforts to incorporate other intelligence were observed in activities such as group discussions (interpersonal intelligence) and visual aids (spatial intelligence).

Teacher B (8th Grade):

Teacher B showed a broader application of

MI-based assessments, including project-based learning where students created posters (spatial intelligence) and conducted presentations (linguistic and interpersonal intelligence). The use of local proverbs in writing assignments also highlighted an attempt to integrate local wisdom.

Both teachers made efforts to incorporate local wisdom into their teaching practices, though the extent and methods varied. Teacher A: incorporated reading passages based on local folklore (e.g., the legend of Alas Roban and Ujung Negoro Beach), and encouraged reflective writing using regional proverbs. Teacher B: went further by incorporating speaking activities related to cultural traditions and assigning interview projects with local elders, supporting both interpersonal and naturalistic intelligences.

Classroom observations revealed that students were more engaged during lessons that included elements of local wisdom. The use of familiar cultural references helped in contextualizing learning, making it more relatable and meaningful for students.

Interviews with students provided insights into their perceptions of the MI-based assessments and the integration of local wisdom. Students appreciated the use of local stories and proverbs, finding them interesting and relevant. They expressed a preference for interactive and project-based assessments over traditional tests. Some students mentioned feeling more confident and motivated when assessments catered to their strengths, such as visual or interpersonal tasks.

Both teachers identified several challenges in implementing MI-based assessments with local wisdom integration, Teacher A found that limited time to prepare diverse assessment tools and difficulty in aligning assessments with standardized curriculum requirements. While Teacher B found lack of resources and training on MI theory and its practical application and need for more support and collaboration with colleagues to effectively implement these practices.

The interview data indicate that both teachers encountered significant challenges in implementing Multiple Intelligences (MI)-based assessments integrated with local wisdom. Teacher A emphasized the issue of limited time preparing diverse assessment tools that cater to multiple intelligences, noting that the process is often demanding and difficult to manage within the constraints of the school schedule. Additionally, aligning these assessments with the standardized curriculum was reported as a major concern, as teachers must balance creative approaches with formal academic expectations. Meanwhile, Teacher B highlighted a lack of adequate resources and insufficient training on the practical application of MI theory, which limits their confidence and ability to design effective assessment tasks. Furthermore, the absence of collaborative opportunities among colleagues was identified as a barrier, with the teacher expressing a strong need for structured support and shared strategies to sustain the implementation. These findings underscore the importance of institutional backing, professional development, and collaborative environments to enable the successful integration of MI-based assessments within culturally responsive frameworks.

Despite the challenges, several opportunities were identified such as a) Teacher Collaboration: Both teachers expressed interest in collaborative planning sessions to share best practices and resources, and b) Community Involvement: Leveraging local community knowledge and resources can enhance the integration of local wisdom.

There are several recommendations that can be done by teacher such as: a) Professional Development: Organize workshops focusing on MI-based assessments and integrating local wisdom into the curriculum; b) Resource Development: Provide access to teaching materials that incorporate MI theory and local cultural elements; and c) Curriculum Flexibility: Advocate for flexible curriculum

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guidelines that accommodate diverse assessment methods.

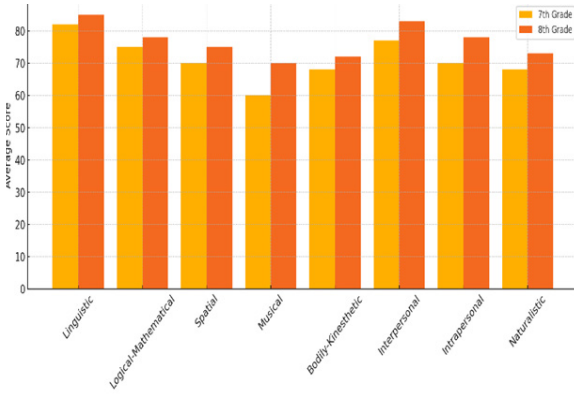

Figure 1: Average Students' Score of MI

Figure 1 presents the average scores of 7ths and 8ths-grade students at rural junior high school in Central Java in eight different intelligence domains based on Gardner's Multiple Intelligences (MI) theory. The chart is divided into two series, with one representing the scores of 7th-grade students (orange bars) and the other representing 8th-grade students (red bars).

1. Linguistic Intelligence:

In 7th Grade, the average score is slightly above 80, indicating a strong linguistic ability among 7th-grade students, while 8th Grade's score is slightly higher than the 7th grade indicating a better linguistic ability than 7th grade students.

2. Logical-Mathematical Intelligence:

The average score of 7th Grade is around 75, showing a moderate level of logical-mathematical skills, then there is a noticeable increase in the 8th grades's score, with scores reaching approximately 78, indicating enhanced logical reasoning and problem-solving abilities as students advance to the next grade.

3. Spatial Intelligence:

7th Grades' score is close to 70, reflecting a fare spatial awareness and visual understanding, while 8th Grades' average score rises slightly above 75, suggesting improvements in spatial skills as students' progress.

4. Musical Intelligence:

In 7th Grades' average score is around 60, indicating a moderate interest and ability in musical areas, and 8th Grades' score increases to approximately 70, reflecting a growth in musical intelligence.

5. Bodily-Kinesthetic Intelligence:

The score of 7th Grade is about 68, indicating physical coordination and movement skills, and 8th Grades' score increases slightly to around 72, showing enhanced bodily-kinesthetic abilities.

6. Interpersonal Intelligence:

The average score is around 77 in 7th grade students, highlighting good interpersonal skills and social interaction, while in the 8th Grade students, the score improves to about 83, suggesting a significant development in interpersonal relationships and teamwork skills.

7. Intrapersonal Intelligence:

The score of 7th grade is around 70, reflecting a fair level of self-awareness and self-reflection and in the 8th Grade students the score rises to approximately 78, indicating an increased understanding of personal emotions and self-motivation.

8. Naturalistic Intelligence:

The average score in 7th Grades is about 68, showing moderate awareness and sensitivity to nature, also the score of 8th Grade improves slightly to 73, suggesting an increased connection with and understanding of the natural environment.

Figure 1 highlights the development of various intelligences among students from 7th to 8th grade. Notably, logical-mathematical, interpersonal, and intrapersonal intelligence shows significant growth, reflecting the influence of age, experience, and educational practices.

The cross-grade comparison reveals consistent growth across all intelligences, with the most significant gains in interpersonal, logical-mathematical, and intrapersonal domains. These improvements may result from increased student maturity, enhanced classroom practices, and the progressive

emphasis on collaborative and reflective learning in higher grades.

While the assessment methods used demonstrated a clear attempt to align with Gardner's MI framework, concerns remain regarding the validity of the instruments. Most tasks were designed by the teachers without formal validation procedures. There is a need for future studies to employ or develop validated rubrics tailored to each intelligence domain to improve assessment accuracy.

While there are varying degrees of Multiple Intelligence (MI) implementation, both teachers expressed significant concerns regarding sustainability, with Teacher A stating, "Developing diverse assessments for different intelligences is time-consuming. We need more structured support," and Teacher B adding, "It's not easy to maintain consistency when we lack materials and training. The idea is great, but difficult to sustain without collaboration and resource-sharing." Further excerpts reveal Teacher A's reliance on storytelling and group discussions due to student engagement, despite the difficulty in covering all intelligence types equally given "Time and resources are quite limited," leading to a call for "more training sessions and better access to materials." Teacher B similarly attempts diverse assessments like mind maps and problem-solving, which "students really enjoy," but acknowledges, "it's difficult to cover all the intelligence in one lesson. We don't always have the tools or support needed. More varied resources and continuous professional learning would really help us apply this method better." Student feedback corroborates engagement, with a Grade 7 student noting, "I really like the group activities and storytelling sessions because they make learning fun and interactive," though a Grade 8 student highlighted challenges, remarking, "Sometimes the tasks feel too difficult when they involve things I'm not good at, like drawing or puzzles. I wish we had more practice or help with those activities." These perspectives collectively underscore the potential of MI-based teaching while highlighting the practical hurdles related to resources, training, and equitable implementation that impact both teachers and students.

The findings from teacher interviews and student feedback reveal a significant insight into the practical challenges and potential of implementing Multiple Intelligences (MI)-based assessments in the classroom. Both teachers acknowledged the value of MI in engaging students, particularly through verbal-linguistic and visual-spatial activities such as storytelling, group discussions, mind mapping, and hands-on problem-solving. However, they also highlighted critical limitations, including time constraints, limited teaching resources, and the lack of structured professional development. These factors hinder their ability to design assessments that equally address all intelligence domains, leading to uneven application of the MI framework (Wardhani, 2022). Student responses further support these findings while they appreciate interactive and collaborative tasks, they struggle with activities that fall outside their dominant intelligence, such as drawing or solving puzzles.

This discovers the need for differentiated support and practice opportunities. These insights are crucial to the study as they emphasize that successful MI-based assessment implementation requires not only theoretical understanding but also systemic support through ongoing teacher training, resource development, and collaborative practices (Aditama et al., 2023). Without such support, the sustainability and effectiveness of MI integration as envisioned by the Merdeka Curriculum remain limited.

The findings of this study provide a nuanced understanding of how Multiple Intelligences (MI) are expressed by 7th and 8th-grade students at a rural junior high school in Central Java. They also offer insight into the integration of MI-based assessments with local wisdom. This section discusses the implications of these findings, relating them to established theories and previous

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research, while also reflecting on the broader significance for classroom practice.

The observed growth in logical-mathematical intelligence from Grade 7 to Grade 8 supports Piaget's theory of cognitive development, which suggests that adolescents begin to develop more abstract and logical reasoning abilities (Mayer, 2021). This improvement implies that current curriculum strategies are contributing positively to the development of higher-order thinking. Iskandar (2022) also emphasized the importance of embedding critical thinking into learning activities, reinforcing the value of such approaches.

Interpersonal intelligence also showed marked improvement, likely influenced by the collaborative learning methods promoted through the Merdeka Curriculum. This aligned with Vygotsky's (1980), which emphasizes the role of interaction in learning. The increase suggests that peer collaboration and group-based activities have supported students' development in social and cooperative skills. Conversely, growth in musical and bodily-kinesthetic intelligence was less pronounced. This finding reflects Gardner (2020) argument that these intelligences are often underemphasized in traditional classroom settings. As such, there is a need to include more music, movement, and performance-based activities within the curriculum. Chen and Nguyen (2023) found that the integration of the arts into academic programs significantly enhances these underutilized intelligences.

The integration of local wisdom into the assessment framework emerged as a culturally responsive strategy that enriches learning (Septiana, R., 2022). Students engaged more deeply when content was contextualized with local traditions and values. This aligns with findings by Shofyana et al (2024) who reported improved engagement and comprehension when local culture was embedded in classroom instruction. This cultural integration particularly supports the development of intrapersonal and naturalistic intelligences, as students can connect personally and environmentally with the learning material (Wilson, 2023).

An important dimension uncovered in this study is the role of differentiated instruction. Teachers at a rural junior high school in Central Java are gradually embracing varied teaching and assessment methods to accommodate students' diverse intelligence profiles. This supports Tomlinson's (2017) perspective on the need for instructional flexibility in meeting students' learning needs. Improvements across multiple intelligences suggest that when teachers receive appropriate training and resources, MI-based assessments can be applied successfully (Patras et al., 2024).

From an assessment validity perspective, the use of diverse and contextualized tasks supports content and construct validity, as the instruments reflect real-world applications of student intelligence and align with curriculum goals (Black & Wiliam, 2022). Moreover, the integration of local wisdom adds ecological validity, ensuring the assessment methods are meaningful within students' cultural settings (Susanti et al., 2023). To ensure sustainability, however, ongoing teacher development and institutional support are crucial (Aditama et al., 2023). Assessment practices should be continuously reviewed and adapted to remain aligned with student needs, curricular changes, and evolving educational standards (Mallarangan et al., 2024).

Despite its contributions, the study has limitations. The small sample size and single-site context limit the generalizability of findings. Future research should involve multiple schools with more diverse populations to validate these results. Longitudinal studies would also help determine the sustained impact of MI-based assessments over time and their influence on long-term student development. In conclusion, the findings discover the potential of MI-based assessments, especially when integrated with culturally relevant content, to support holistic student growth. This research contributes to the broader

discourse on differentiated and inclusive education, reinforcing the importance of balancing assessment design with cultural context, cognitive diversity, and long-term educational planning.

Conclusion

This study discovers the effectiveness of implementing Multiple Intelligences (MI)-based assessments integrated with local wisdom in supporting students' holistic development. The results highlight significant growth in logical-mathematical and interpersonal intelligence, while also identifying areas like musical and bodily-kinesthetic that require further attention. The cultural integration aligns with the Merdeka Curriculum's emphasis on personalized and context-relevant education, promoting deeper student engagement.

Despite these promising outcomes, the study is limited by its small sample size and short observation period. Future research should involve broader populations and longitudinal designs to evaluate long-term impacts and generalizability. Ongoing teacher development and collaborative learning practices are essential to ensure the sustainability and effectiveness of MI-based assessments in diverse educational settings.

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