Abstract

The study was conducted to investigate the correlation between multiple intelligences and academic achievement among EED of UMY students through correlational research design. The first purpose of the study was to find out the level of multiple intelligences among EED of UMY students while the second was to find out the level of academic achievement among EED of UMY students, and the last was to find out the correlation between multiple intelligences and students' academic achievement. In this study, random sample of 32 male and 61 female university students was from EED of UMY students batch 2016. Two research instruments were employed in this study, namely MI questionnaire was adapted from Gardner's (2000) Simple Multiple Intelligences Inventory (SMII) for measurement of intelligence and students' academic achievement was measured through the result of their grade point average (GPA) of their first semester. The data was analyzed using various statistical tests such as Mean, Standard Deviation (SD), and Pearson correlation. There are three results of this study. First, the mean value of students' multiple intelligences was 65.13. Based on the category, this score belongs to moderate category. It means that EED of UMY batch 2016 students have *moderate* level of multiple intelligences. Second, the mean value of students' academic achievement was 3.47. Based on the category, this score belongs to *moderate* category, indicating that EED of UMY batch 2016 students have *moderate* level of academic achievement. The last, the result showed that there is moderate correlation between multiple intelligences and students' academic achievement among EED of UMY batch 2016 students with the *r* value was 0.429. This *r* value was higher than the *r* table (0.2039), indicating that there is correlation between multiple intelligences and students' academic achievement. This result also indicated that the null hypothesis was rejected.

Keywords: Intelligence, multiple intelligences, academic achievement