

## ANALYSIS OF MULTIPLE INTELLIGENCE THEORY AND ITS IMPLICATIONS IN ISLAMIC EDUCATION

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### Abstract

The theory of multiple intelligences put forward by Howard Gardner offers the view that human intelligence is not limited to logical and linguistic abilities alone, but includes various domains such as kinesthetic, musical, interpersonal, intrapersonal, naturalistic, existential and other intelligences. This research aims to analyze this theory in the context of Islamic education. Through a literature review method, this study explores how the concept of multiple intelligences can be integrated into the curriculum and pedagogy of Islamic education to develop the potential of each individual holistically. Findings suggest that approaches that accommodate different types of intelligence can enrich the learning process, increase student engagement, and help them achieve a deeper understanding of Islamic teachings. The implications of this research emphasize the importance of designing student-centered educational strategies, utilizing a variety of teaching methods, and creating inclusive and supportive learning environments. Thus, the application of the theory of multiple intelligences in Islamic education can support students' spiritual, intellectual, emotional and social development in a balanced and comprehensive manner.

*Keywords: multiple intelligence, islamic education*

### 1. Introduction

Man as a creature of God who was created as a leader on earth (*Khalifah in the world*) equipped with knowledge. To gain various knowledge takes time. There are some that take a long time and it is possible that there are also those who get it easily. It lies in the intelligence of each human being.

Apart from that, humans are also categorized as the best creatures created by Allah.<sup>1</sup> With perfection given so that humans do not look for other people's shortcomings. In fact, the world of education treats its students in this way: uplifting their humanity, seeing them as perfect creatures created by God. No product of God fails, so it is inappropriate for a teacher or educational institution to punish students just because they have shortcomings, but also because they have advantages, because all humans are God's creation.

In various scientific literature it is explained that every child has their own intelligence. Some people catch on quickly when learning mathematics, but this is not the case with others, it could be that they catch on quickly when learning languages, and or even they are good at solving several life problems. In another view, it is stated that intelligence is not seen when a child can answer IQ test questions in a closed room apart from the environment, but intelligence is a person's ability to solve a real problem (*real*) in a variety of different situations. Intelligence (*intelligence*) humans

<sup>1</sup>Q.S. At Tiin/95: 4, kata '*ahsani taqwi^m*' This verse shows that humans are more special than other creatures, the advantages given are not only physical advantages but also the best psychological ones, so that a person is able to carry out their functions as well as possible. See M. Quraish Shihab, *Tafsi^r Al Misba^h, Pesan, Kesan and Keserasian Al Qura^an*, Jakarta: Lentera Hati, 2002, Page: 437.



look high if they are able to solve real problems, not just good at theory. The more creative they are in solving real life problems in different situations, the higher their intelligence (*their intelligence*).<sup>2</sup>

One of the main factors that determines whether students are successful or not in learning is their intelligence. Students whose intelligence is below average do not easily gain high learning motivation. However, high intelligence possessed by students also does not guarantee student success in studying at school.<sup>3</sup>

For greater clarity, the author will explain the theory of multiple intelligences (*multiple intelligences*), and what are the implications in the world of Islamic education.

## 2. Methods

The author in this study uses a method that is more focused on using an approach model that focuses on the content of the study or content analysis. The author's discussions and data collection were carried out through various print and electronic media such as books, ebooks, scientific journals, and so on. Using text reading, writers read, take notes, understand and study in depth the information obtained, so that it will make it easier to compose their written work. The approach used in this paper is descriptive qualitative, the first step of which is to search for information and describe it, then collect data systematically, then explain it descriptively. This research is a type of library research because it focuses on data collected from library sources.

## 3. Results and Discussion

### 3.1. Understanding the Theory of Multiple Intelligences (*Multipel Intelligences*)

Multiple intelligences comes from words in English and is divided into two words, namely the first word, namely "multiple" and the second word "intelligences". Multiple means many or plural, Multiple also has a double meaning like the term multiple choice temporary Intelligence interpreted as intelligence. Intelligence in the KBBI is the perfection of the development of the mind (such as intelligence, sharpness of mind). While intelligence comes from Latin "intelligence" which means to connect or unite one another (to organize, to relate, to bind together). So, Multiple Intelligences can be interpreted as multiple or multiple intelligences. There are also those who interpret it as Multiple Intelligences.

Intelligence in Dusek's view can be defined in two ways, namely quantitatively and qualitatively. Quantitative intelligence is a learning process to solve problems that can be measured using intelligence tests, while qualitative intelligence is a way of thinking in forming constructs on how to connect and manage external information that can be adapted to oneself. Meanwhile, intelligence in Howard Gardner's view is the ability to solve or create something of value for a particular culture.

Furthermore, Howard Gardner (1983) explains that intelligence is a single unit construct but is a construct of a number of abilities, each of which can stand alone.

<sup>2</sup> Munif Chatib, *Human School, Multiple Intelligence Based School in Indonesia*; 1st edition (Bandung: Kaifa, 2010) p. 89.

<sup>3</sup> Ibid.



Next, in the book *Multiple Intelligences* written by Gardner (1993) states that it cannot be relied on to predict a person's success in the future because of the weaknesses of the intelligence scales previously used. The description of broad intelligence has opened the eyes of superior parents and teachers to the existence of areas that will spontaneously be of interest to children with high enthusiasm.<sup>4</sup>

In the view of a measurement pioneer figure *intelligence* namely Alfred Binet explained that *intelligence* is an individual's ability which includes three things; *First*, the ability to direct thoughts or direct actions, meaning that individuals can set goals that they want to achieve (*goal setting*). *Second*, the ability to change the course of action if such demands, means that a person is able to adapt to a particular environment. And *third*, the ability to criticize oneself or carry out autocriticism, means that someone is able to make improvements after making a mistake.<sup>5</sup>

Meanwhile, the implementation of intelligence in the learning process is interpreted as the ability to learn and use the abilities that have been learned in an effort to adapt to unfamiliar situations and conditions and/or in solving problems.<sup>6</sup> Meanwhile, M. Nooe HS views that intelligence is an action that requires abilities that are more than abilities that are only in ordinary perception, in the form of the ability to further manage the things that are observed.<sup>7</sup>

In this case, Gardner rejects the idea that a person only has a single intelligence because of cognition and cognition in humans. As he said, assigning a person's intelligence rating based solely on an IQ test (*Intelligence Quotient*)<sup>8</sup>, means ignoring other cognitive abilities that each person has. This is very important compared to mathematical and logical intelligence. This instrument is deeply unfair, Gardner said<sup>9</sup>. There are many different types of intelligence that cannot be measured by conventional IQ tests.<sup>10</sup>

The emergence of this theory was motivated by a request from the French education minister to the French psychologist, Alfred Binet in 1904, and several psychologists developed a tool that could determine elementary school students who were likely to fail, so that they would be given special attention. His efforts resulted in the first intelligence test. From the results of this test after appearing in America, in the following years this intelligence test immediately spread widely in various countries. Therefore, society assumes that there is something called intelligence and

<sup>44</sup> Prawira, Purwa Atmaja, *Educational Psychology in a New Perspective*, (Jogjakarta: ArRuzz Media, 2013), p. 135.

<sup>5</sup> T. Safaria, *Interpersonal Intelligence: Methods for Developing Children's Interpersonal Intelligence*, (Yogyakarta: Amara Books, 2005), hlm. 19.

<sup>6</sup> Wasty Soemarto, *Educational Psychology, Foundation for the Work of Educational Leaders*, Jakarta: Bina Literacy, 1987, p. 134.

<sup>7</sup> M. Noor HS, *Collection of Psychological Terms*, Jakarta: Ilmu Jaya Guidelines, 1997, p. 93.

<sup>8</sup> This was the beginning of modern intelligence tests started by Parisian (French) psychologists Alfred Binet and Theodore Simon. The test tool they created was to identify children's abilities, then the results were used as a differentiator of children's abilities. See: Orphan Riyanto, *New Learning Paradigm: As a Reference for Educators in Implementing Effective and Quality Learning*, Jakarta: Kencana, 2012, p. 217.

<sup>9</sup> Howard Gardner, *Multiple Intelligences: New Horizons*, ..., matter. 5.

<sup>10</sup> Thomas Armstrong, *In Their Own Way, Discovering and Encouraging Your Child's Multiple Intelligences*, New York: Jeremy P. Tarcher/Putnam, 2000, p. 19.



that intelligence can be measured objectively and represented in the form of numbers or IQ scores.<sup>11</sup>

The concept of the IQ test itself focuses more on the political interests of French authorities in the 1900s, to link a person's intelligence to eugenics (hereditary factors). Due to the influence of Marks' ideology in Germany and Musolini in Italy, workers' voices increased in the political constellation in France and Europe at that time. The argument that is built is that the children of laborers are thought to come from manual labor, while the children of rulers or nobles are thought to come from intelligent groups of society. As a result, a country led by stupid and unintelligent people is dangerous.<sup>12</sup>

In another view of intelligence, according to Surayin John W. Santrock, intelligence is the ability to solve problems and learn from everyday experiences. Multiple intelligences narrowly means multiple intelligences. Meanwhile, in its broadest meaning, it is a collection of talents and abilities that students have to solve various learning problems. Therefore, in the learning process teachers should teach subject matter according to students' learning tendencies. Because many students in the class have different levels of intelligence, multiple intelligence-based learning is used.<sup>13</sup>

The theory of multiple intelligences was developed by Howard Gardner in his book called *Frames of Mind*. The main concept is that all children are intelligent. In the world of education, a teacher must realize that intelligence is not the same for every student. The basic theory of multiple intelligence recognizes that there are many different aspects of cognition possessed by each student. This theory also recognizes that each student has different cognitive strengths and different learning styles. Therefore, an educator must develop the variety of intelligence possessed by his students.<sup>14</sup>

Thus, different types of intelligence have many definitions. This also helped Gardner come to the conclusion that human intelligence is not only singular, but also multiple and infinite. This theory is known as multiple intelligences.

### 3.2. Various Multiple Intelligence Theories

Theory of intelligence (*Multiple Intelligences*) or in other languages it is called the theory of "multiple intelligences". *famous* Recently, this theory was first put forward by a psychologist from the Harvard Graduate School of Education and Psychology at Harvard University in the United States, namely Howard Gardner. In his book entitled *Frames of Mind: The Theory of Multiple Intelligences* (1983), Gardner stated that humans basically have seven types of intelligence, namely verbal-linguistic intelligence, mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal

<sup>11</sup> Thomas Armstrong, *Multiple Intellegences in The Classroom*, Alexandria USA: ASCD, 2009, hal.5.

<sup>12</sup> Munif Chatib, *Human School*, Bandung: Kaifa, 2009, p. 73

<sup>13</sup> Uswatun Hasanah, 'Tarbawiyah Journal', *The Concept of Learning Based on Multiple Intelligences from Munif Chatif's Perspective*, 12 No 2 (2015).

<sup>14</sup> Howard Gardner, *Multiple Intelligences: New Horizons*, New York: Basic Books, cet. 1, 2006, p. 5. see also: Ladidlaus Naisaban, *World's Leading Psychologists; Life History, Main Thoughts and Works*, Jakarta: Grasindo, 2004, p: 158.



intelligence. In subsequent research, Gardner included naturalist intelligence in multiple intelligences as the eighth intelligence,<sup>15</sup> and finally he adds existential intelligence.<sup>16</sup> He defines this existentialist intelligence as "interest in the main problems in life"

Each of the intelligences proposed by Gardner is as follows; (1) language intelligence,<sup>17</sup> (2) mathematical and logical intelligence,<sup>18</sup> (3) visual-spatial intelligence,<sup>19</sup> (4) musical- naturalist intelligence (nature),<sup>20</sup> and (9) existential (spiritual) intelligence.<sup>21</sup>

The application of multiple intelligences in teaching activities is like water that fills empty spaces in students. When students are likened to glasses, bottles and so on, an educator is also required to be able to adapt to them like glasses, bottles and so on too. This means that with knowledge of multiple intelligences, a teacher is required to transfer knowledge to students in order to adapt learning patterns or styles that suit the individual student.<sup>22</sup>

So multiple intelligence (*multiple intelligences*) proposed by Gardner, is the highest validation of the idea that individual differences are important. This theory of multiple intelligences not only recognizes individual differences for practical purposes, such as teaching and assessment, but also considers and accepts them as normal, natural, and even interesting and very valuable differences. Its use in the world of education really depends on recognition, recognition and appreciation for every way students learn.<sup>23</sup>

<sup>15</sup> Thomas Armstrong, *Multiple Intellegences in The Classroom*, ..., Pg.6

<sup>16</sup> Orphan Riyanto, *New Paradigm of Learning*, ..., Matter. 236

<sup>17</sup>The ability to effectively use words both orally and in writing is called *linguistic intelligence* (Language). This intelligence includes the ability to change grammar, sounds, meaning, and practical aspects of language use.

<sup>18</sup> *Mathematical-logical Intelligence* - the ability to solve abstract problems, understand cause-effect relationships, and use inductive and deductive reasoning are all characteristics of this variety of intelligence.

<sup>19</sup>the ability to perceive and transform the visual-spatial world is known as *visual-spatial intelligence* (Space and Image). This intelligence includes sensitivity to color, line, shape, space and the relationships between these elements.

<sup>20</sup>The skill of recognizing, understanding and categorizing flora and fauna in the surrounding environment is known as natural intelligence. These skills include sensitivity to natural phenomena. See: Thomas Armstrong, *Multiple Intelligences in the Classroom*,..., page 6.

<sup>21</sup>The ability to locate oneself with the meaning of life, death, the fate of body and soul, and deep experiences of love and art in the furthest reaches of space is called existential intelligence. In his book "Life History, Main Thoughts, and Works", written by Ladidlaus Naisaban, "The World's Leading Psychologists", p. 161. Religious leaders, such as ustad, priests, monks, and others, usually have tendencies like this. See: Sahabudin Hashim, Mahani Razali, and Ramlah Jantan, *Educational Psychology*, Kuala Lumpur: PTS. Professional Publishing, 2003, p. 74. Gardner still finds Existential Intelligence a confusing phenomenon when compared with other categories of intelligence, so he is not sure about including it in the intelligence category, even though almost all the criteria for multiple intelligences are close to existential intelligence. This means that existential intelligence does not fully meet the criteria for other multiple intelligences, even though almost all criteria for multiple intelligence are close to existential intelligence. See: Howard Gardner, *Intelligence Reframed*, ..., Matter. 66, see also Thomas Armstrong, *Multiple Intellegences In The Classroom*,..., p.183.

<sup>22</sup> May Lwin dkk. *How to Multiply Your Child's Intelligence, How to Develop Various Components of Intelligence*; Cet-ke1 (Jakarta: Index, 2005), p. 5.

<sup>23</sup> Julia Jasmine, *Practical Guide to Teaching Based on Multiple Intelligences*; 1st Cet (Bandung: Nuansa, 2007), p. 13.





In schools that use multiple intelligence, multiple intelligence assumes that there are no stupid students and each student has relatively the same intelligence as other students. This shows that multiple intelligences have a very positive impact on education in Indonesia.

So, it is very important for us as educators and parents to know the intelligence level of each child. The right stimulus for each intelligence will make it easier for each child to carry out and explore the intelligence and talents they already have, because if the wrong stimulus is given, this intelligence can be lost or buried by rhythmic intelligence,<sup>24</sup> (5) kinesthetic (body) intelligence,<sup>25</sup> (6) interpersonal (relationship) intelligence,<sup>26</sup> (7) intrapersonal intelligence,<sup>27</sup> (8) other stimuli, which makes children continually adapt to new things. new things that are not their field.

### 3.3. *Advantages and Weaknesses of Multiple Intelligence Theory (Multiple Intelligences)*

Theory *Multiple Intelligences*, created by Howard Gardner in the early 1980s, changed the way we view and measure intelligence. Here, I will explain some of the advantages and disadvantages of it:

#### 1. *Advantages of Theory Multiple Intelligences:*

- a. **Recognition of Diversity:** MI recognizes that intelligence is not only related to traditional cognitive aspects such as mathematics or language, but also to various other abilities such as musical, kinesthetic, interpersonal, intrapersonal, etc. This respects the diversity of individuals in their intelligence.
- b. **Diversified Learning:** This concept allows educators to develop diverse teaching strategies to meet the learning needs of students with varying intelligences. With this approach, educators can further personalize the learning experience for each student.
- c. **Increased Self-Confidence:** Students who may not excel in traditional verbal-math intelligence can find success and increase their self-confidence in other areas such as art, music, or sports.
- d. **Recognizing Forgotten Intelligence:** Some forms of intelligence such as interpersonal and intrapersonal intelligence are often overlooked in traditional intelligence assessments, but with MI, these intelligences are given the recognition they deserve.

<sup>24</sup>the ability to perceive, differentiate, compose and express different types of music is known as *musical intelligence*. This skill includes sensitivity to rhythm, melody, and timbre or sound in a song.

<sup>25</sup>*Kinesthetic Intelligence* (body) is the ability to use the whole body to express ideas and feelings and the skill of using the hands to create or change something.

<sup>26</sup>*Interpersonal Intelligence* (social) is the ability to perceive and differentiate the moods, intentions, motivations, temperaments, goals and feelings of other people.

<sup>27</sup>*Intrapersonal Intelligence* (self) is the ability to understand oneself and act based on that understanding. This ability includes the ability to be self-disciplined, understand and respect oneself, awareness of one's moods, intentions, motivations, temperament and desires, as well as an understanding of one's own strengths and limitations. .



## 2. Theory Weaknesses *Multiple Intelligences*:

- a. Lack of Empirical Validity: Although the MI concept has intuitive appeal, the empirical evidence supporting it is limited. Some critics consider it more of a conceptual framework than a theory based on solid empirical evidence.
- b. No Consensus on the Number of Intelligences: There is controversy about the number of intelligences and whether the division of intelligence into categories as defined by MI truly reflects the true state of affairs.
- c. Difficulty of Measuring Intelligence: Assessing intelligence in the context of MI is difficult because each type of intelligence requires a different measurement approach. This can hinder educators' ability to measure and evaluate student success.
- d. Potential Stigma: Separating intelligence into certain categories can lead to stigmatism against students who are considered to have "low" intelligence in certain categories, even though they may be talented in other areas.

Although there are flaws in the theory *Multiple Intelligences*, this concept remains valuable because it expands our understanding of intelligence and gives recognition to the diversity of individuals in their cognitive strengths. In another opinion expressed by Chatib (2013: 124-125), learning strategies are based on *multiple intelligences* has advantages and disadvantages.

1. Theoretical advantage *multiple intelligences*, among others:
  - a. Students will understand the learning process more easily.
  - b. During the learning process, students are well served, which makes learning more enjoyable.
  - c. Students are given direction to develop themselves according to their abilities so that they can achieve better results
  - d. Students will have a faster time to achieve the expected learning outcomes in accordance with the learning objectives.
  - e. Learners will have more freedom to develop and explore their own abilities
  - f. There won't be *bullying* and intelligence discrimination that occurs in children.
2. Deficiencies *multiple intelligences*
  - a. Educators must be extra patient because they must understand the intelligence tendencies of each of their students.



- b. Requires a lot of costs because more facilities are needed.<sup>28</sup>

### 3.4. *Implications of Multiple Intelligence Theory in Islamic Education*

Islam is the most perfect religion because it regulates all aspects of human life, including their relationship with Allah and each other. And the Qur'an, which is a perfecting book from previous books, contains these rules. This was also revealed to the best Prophets and Apostles, including the Prophet Muhammad SAW.<sup>29</sup> According to Islam, humans consist of two parts: physical and spiritual. Spirituality has four organs: passion, reason, heart, and spirit. Ruh is the name of the soul when it orients its gaze towards the place of origin; heart (qalbu) is his name when he gets enlightenment from Allah; and the soul is its name when it comes into contact with the body. It was previously stated that humans consist of two parts: physical and spiritual. Spirituality has four organs: spirit, passion (soul), heart, and reason.<sup>30</sup>

Man as the most perfect creature created by God. As stated in Q.S At-Tin verse 4 which reads; He has created us man in better calendar "Indeed, We have created man in the best possible form"<sup>31</sup> Physically, the body structure that is possessed is very perfect, coupled with the intellectual intelligence provided, then humans are physical and spiritual creatures. The level of intelligence given to humans varies.<sup>32</sup> In Islamic education, Izzati explained that there is also intelligence development in Islamic education, namely in the form of; Tarbiyah imaniyah, namely an Islamic view that directs the ability to understand and believe in the spiritual domain. Tarbiyah Jismiyah refers to the ability to understand and carry out good practices to maintain one's physical condition, while Tarbiyah Khuluqiyah refers to the formation of the ability to process personality through adab carried out every day. Tarbiyah Aqliyah, which means understanding that humans have a mind that can be studied in more depth. Tarbiyah nafsiah is an understanding of the existence of one's soul. Tarbiyah Ijtimaiah, as a view to understand that humans have abilities and sensitivity as social creatures.<sup>33</sup> According to Shalih Abdul Aziz, "aqliyah, khuluqiyah, and ijtimah" are included in Islamic education as part of tarbiyah, which means having a person's potential direction.<sup>34</sup>

According to Sarnoto, no term was found *Multiple Intelligences* or multiple intelligences in Islam, but has similarities with the view that humans are born

<sup>28</sup> Chatib, Munif Chatib, *Human School: School Based on Multiple Intelligences in Indonesia*, (Kaifa: Bandung, 2009), p. 124-125.

<sup>29</sup> Nurhadi, "Multiple Intelligences for Early Childhood According to the Qur'an Surah Luqman Verses 12-19", *Journal of Early Childhood Islamic Education*, Vol. 1 No. 2 (2018), hlm. 136.

<sup>30</sup> Ansarullah, "Islamic Education from the Perspective of Multiple Intelligences", *Instructional Journal*, Vol. 1 No. 2 (2020), hlm. 185.

<sup>31</sup> Indonesian Ministry of Religion, p. 478.

<sup>32</sup> Masjudin and Syahyudin, "The Theory of Multiple Intelligence and the Theory of Emotional Intelligence and Their Relevance to the Concept of Islamic Education", *Journal of Discipline*, Vol. 15 No. 1 (2017), p. 65.

<sup>33</sup> H Izzati - . *Human Learning Potential: Neuroscience and Islamic Perspectives*. Alifbata: Journal of Basic Education, 2021.

<sup>34</sup> Jasminto, *The Concept of Children's Education from Fredrich Froebel's Perspective*, *Proceedings Ancoms* 2017– UNHASY Tebuireng Jombang.





*nature*.<sup>35</sup> According to the Indonesian Language Center Dictionary, "fitrah" can be defined as the nature of origin, purity, talent, or disposition. It is rooted in the word "fitri", which means simplicity and natural things. Fitrah can be interpreted in various meanings, such as: initial event, initial form, basic ability, basic potential, sacred, religion, creation, and temperament. Islam also says that a person's religion is formed by his father and mother. In this case, a person's parents are the people closest to them. Thus, intelligence is attached to a person's tendency to do something. The tendency to do something better and faster than others. This is proven by the abilities he has in certain fields. This human tendency is considered most suitable in the Islamic religion. Abidin states that, although there are various explanations for the earlier use of multiple intelligences in Islam, the practice and the purposes for which they were used were the same. This is demonstrated by its emphasis on aqliyah, inneriyah, ijtimaiah, jismiyah, akhlaqiyah, and ruhiyah intelligence, among other abilities that must be possessed by every Muslim person.<sup>36</sup>

For this reason, the Islamic view of multiple intelligences is not contradictory. It is these explicit statements that have long been taught in Islam that should be given breadth in contextual understanding. In this way, these understandings can provide ample human intellectual insight. So, *multiple intelligences* in Islamic education is when various kinds of intelligence that have been given by Allah SWT can contribute or help the field of Islamic education in an effort to create a generation of Muslims who obey His commands, make His servants understand and apply their understanding in the form of worshiping Him. Meanwhile multiple intelligence refers to the concept developed by Howard Gardner which states that intelligence is not only limited to verbal and logical-mathematical intelligence, but also includes various other forms of intelligence, such as visual-spatial, musical, interpersonal, intrapersonal, kinesthetic and naturalist intelligence.

In the context of Islamic education, understanding multiple intelligences can have significant implications. Here are some possible implications:

1. Recognition of diverse intelligence: Islamic education can recognize and understand that intelligence is not limited to verbal or logical aspects only, but also includes other intelligences such as spiritual intelligence, interpersonal (relationships between individuals), intrapersonal (self-understanding), and others. This allows Islamic education to be more inclusive and supports the full development of each individual's potential.
2. Diverse learning approaches: With an understanding of multiple intelligences, Islamic education can adopt diverse learning approaches, allowing students to explore and develop their intelligence according to their individual tendencies and potential. For example, the use of learning methods that involve art, music, physical activity and spiritual contemplation.

<sup>35</sup> Sarnoto, Ahmad Zain and Fathoni, Ahmad. "Islamic Education Based on Multiple Intelligences". Madani Institute Volume 8 No. 2 (2019).

<sup>36</sup> Zainal Abidin. "Development of Multiple Intelligences in Madrasas." Elementary Vol. 3 July-December Edition (2017).



3. Overall potential development: In Islamic education, the focus is not only on developing academic intelligence, but also on developing moral, spiritual and social intelligence. This can include developing an understanding of Islamic values, the ability to empathize, good leadership and effective communication skills.
4. Balanced character and personality development: By taking into account various types of intelligence, Islamic education can help in the development of balanced character and personality, combining intellectual intelligence with emotional, spiritual and social intelligence. This is important in forming individuals who have good morals and contribute positively to society.
5. Holistic leader development: Islamic education can be a foundation for the development of holistic leaders, who are not only intellectually intelligent but also have sensitivity to moral and spiritual values. By understanding and appreciating multiple intelligences, Islamic education can produce leaders who are able to understand and overcome the challenges of the times wisely and empathetically.

Thus, an understanding of multiple intelligences can enrich the Islamic educational approach and enable overall individual development in accordance with Islamic principles.

#### 4. Conclusions

Multiple Intelligences or what is known as multiple intelligences or multiple intelligences, was proposed by Howard Gardner, a psychologist from the Harvard Graduate School of Education and Psychology at Harvard University, United States. Initially he stated that there were seven multiple intelligences, namely; verbal-linguistic intelligence, mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. In subsequent research he added two more intelligences namely; naturalist intelligence and existential intelligence, then the total intelligence he discovered became nine intelligences.

Then this multiple intelligence has a significant influence on Islamic education, at least five implications have been found, namely: (1) Recognition of diverse intelligence, (2) Diverse learning approaches, (3) Overall potential development, (4) Character development and a balanced personality, (5) Holistic leader development.

##### a. Suggestion

- 1) Multiple Intelligence Based Curriculum Development: Islamic schools need to integrate the theory of multiple intelligences in their curriculum. This can be done by identifying and developing various types of intelligence in students, such as linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence.
- 2) Teacher Training and Development: Teachers should be given adequate training on the theory of multiple intelligences and how to



apply it in teaching. This training can include strategies for identifying the dominant type of intelligence in each student and teaching methods that can accommodate these various types of intelligence.

- 3) **Various Assessments:** The assessment system must be more varied and not only rely on written tests. Assessments can include projects, presentations, artwork, and other forms that allow students to express their diverse intelligences.
- 4) **Supportive Learning Environment:** Schools must create an environment that supports the development of various intelligences. This includes providing facilities and resources that enable students to explore their interests and talents.
- 5) **Collaboration with Parents:** Parents must also be involved in the process of developing their children's multiple intelligences. Schools can hold workshops or seminars for parents about the importance of multiple intelligences and how to support children's intelligence development at home.

*b. Solution*

- 1) **Active Learning Integration:** Implementation of active learning methods that allow students to learn through direct experience. For example, project activities, simulations and experiments are relevant to various types of intelligence.
- 2) **Use of Technology:** Utilization of technology to support more personalized and adaptive learning. Digital learning applications and platforms can be tailored to students' needs and types of intelligence.
- 3) **Extracurricular Programs:** Providing various extracurricular programs that support the development of multiple intelligences, such as debate clubs, science clubs, art clubs, and sports activities.
- 4) **Individualization Approach:** Applying an individualization approach to teaching by recognizing and responding to individual differences in intelligence. Teachers can assign assignments and projects tailored to each student's strengths and interests.
- 5) **Collaboration Between Schools and Communities:** Building collaboration between schools and communities to expand learning opportunities for students. For example, internship programs, industrial visits, and collaboration with cultural and environmental organizations.

By implementing these suggestions and solutions, it is hoped that Islamic education can be more effective in developing students' potential as a whole, in accordance with the principles of the theory of multiple intelligences.



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