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Development of Children's Multiple Intelligences in Islamic Kindergartens

Wardah Arsidah Pulungan[1], Rahmi Rizkina[2], Mawaddah Warohmah[3], Lonita Hasraini[4], Rodiyah Pasaribu[5], Nanda Yuliantika[6], Masganti Sitorus[7]

[1,2,3,4,5,6,7]Prodi Pendidikan Islam Anak Usia Dini, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Medan
Email: wardaharsidahp@gmail.com[1], warohma.2001siregar@gmail.com[2], nandayuliantika4@gmail.com[3], lonitahasrainisrgpiaud@gmail.com[4], rodiyahpasaribu1@gmail.com[5], rahmirizkia43@gmail.com[6]

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Abstract

The notion of multiple intelligences posits that intelligence cannot solely be quantified by conventional IQ testing, but rather encompasses diverse and distinct forms of intelligence unique to each individual. This study seeks to investigate the implementation of multiple intelligences at Al-Ikhlas Kindergarten utilising a qualitative research methodology, which encompasses interviews and observations. The research findings indicate that education at Al-Ikhlas Kindergarten facilitates the enhancement of intelligence. Educators design activities aligned with the objectives of fostering multiple intelligences, select suitable learning methodologies, and modify pertinent methods, materials, and resources. The educator executes the learning plan by delivering instructions, facilitating activities, and offering advice to students using interactive learning methodologies. Assessment is conducted by observations and interviews. Al-Ikhlas Kindergarten implements diverse activities to cultivate multiple intelligences, including musical intelligence through singing and instrument play, kinaesthetic intelligence via physical activities like dancing and gymnastics, interpersonal intelligence through collaborative play, and intrapersonal intelligence through patience and individual activities. Planting flowers, cultivating naturalist intelligence by observing the environment and engaging in horticultural activities, and fostering spiritual intelligence through storytelling and memorisation of hijaiyah letters.

Abstrak

Teori kecerdasan majemuk menyatakan bahwa kecerdasan tidak hanya dapat diukur melalui tes IQ yang tradisional, tetapi melalui berbagai jenis kecerdasan yang berbeda dan unik pada setiap individu. Penelitian ini bertujuan untuk mengkaji aktivitas pengembangan kecerdasan majemuk di TK Al-Ikhlas melalui pendekatan Metode penelitian yang digunakan yaitu metode kualitatif pendekatan meliputi Wawancara, observasi. Hasil

penelitian menunjukkan bahwa pembelajaran di TK Al-Ikhlas untuk pengembangan kecerdasan. Guru-guru merencanakan kegiatan yang sesuai dengan tujuan pengembangan kecerdasan majemuk, memilih strategi pembelajaran yang tepat, serta menyesuaikan metode, materi, dan sumber daya yang relevan. Dalam pelaksanaan, guru menerapkan rencana pembelajaran tersebut dengan memberikan instruksi, memfasilitasi kegiatan, dan memberikan bimbingan kepada peserta didik melalui strategi pembelajaran interaktif. Evaluasi dilakukan melalui observasi,wawancara TK Al-Ikhlas juga menerapkan berbagai aktivitas pengembangan kecerdasan majemuk, seperti kecerdasan musikal melalui bernyanyi dan memainkan alat musik, kecerdasan kinestetik melalui gerakan fisik seperti menari dan senam, kecerdasan interpersonal melalui bermain bersama, kecerdasan intrapersonal melalui kesabaran dan kegiatan menanam bunga, kecerdasan naturalis melalui pengamatan lingkungan dan kegiatan berkebun, serta kecerdasan spiritual melalui cerita dan menghafal huruf hijaiyah.

Keywords

Multiple intelligences, development, students, Islamic Kindergarten.

INTRODUCTION

In early childhood education, multiple intelligences denote the ability to address challenges and create valuable outcomes in one or more social contexts (Jung 2017). The concept of different intelligences was primarily formulated to demonstrate that intelligence is not a singular construct but manifests in diverse forms (Tacchella 2018). Every individual have distinct cognitive abilities, operates independently in problem-solving, and is capable of generating a work or result. Humans contain nine intelligences: linguistic, logical-mathematical, bodily-kinesthetic, visual-spatial, intrapersonal, interpersonal, musical, naturalistic, and existential (Ghamrawi 2014). Parents can assist their children in cultivating these nine intelligences at home or in educational settings. (Ardiana, 2022). The hypothesis of multiple intelligences was formulated by Howard Gardner, an educational psychologist (Nolen 2003). This idea posits that intelligence cannot solely be quantified by conventional IQ testing, but rather encompasses diverse and distinct forms of intelligence inherent to each individual (Chongde and Tsingan 2003). Gardner delineates various forms of intelligence, encompassing linguistic, logical-mathematical, visual-spatial, kinaesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence (Astuti 2018).

Islam extensively addresses the concept of intelligence. Intelligence is the most significant endowment bestowed by God. Intelligence holds significance in Islam (Novianti 2019). The evidence indicates that one of the essential characteristics of a prophet is intelligence, specifically fatanah. The Qur'an extensively discusses human intellect. Humans are born devoid of knowledge, and Allah has endowed them with three faculties

that serve as instruments for acquiring knowledge. The three faculties of human intelligence are auditory perception (sama`), visual perception (bashar), and emotional cognition (fuad) (Amir 2012). Through these three potentials, people can comprehend the world. These three potentials are elucidated by Allah SWT in QS. an-Nahl [16]: 78, "Allah brought you forth from your mothers' wombs in a state of ignorance and endowed you with hearing, sight, and understanding so that you may express gratitude." Activities for the development of multiple intelligences seek to investigate techniques and their effects on individual cognitive growth (Yen 2011). This study aims to elucidate how educational methods and interventions might enhance multiple facets of intelligence, including logical-mathematical, linguistic, spatial, interpersonal, intrapersonal, musical, kinaesthetic, and naturalist intelligences. Ahmad, 2019. Understanding the dynamics of multidimensional intelligence development is anticipated to yield useful insights for educators, practitioners, and researchers to enhance the efficacy of educational programs (Jacobs 2016). This study is to examine the activities that foster the development of different intelligences at Al-Ikhlas Kindergarten. Howard Gardner's theory of multiple intelligences posits that intelligence is not a singular construct measurable by a standardised test, but consists of several interrelated separate intelligences (Pan 2020). Gardner delineates eight distinct multiple intelligences. The subsequent elements pertain to multiple intelligences.

First, linguistic-verbal intelligence, which is the ability to use words effectively both orally and in writing. Second, logical-mathematical intelligence, which is the ability to understand logical relationships, develop mathematical models, and solve mathematical problems. Third, visual-spatial intelligence, which is the ability to understand and manipulate space and visual forms. Fourth, musical intelligence, which is the ability to understand, produce, and respond to music and rhythm. Fifth, interpersonal intelligence, which is the ability to understand others, interact effectively, and read other people's emotions. Sixth, intrapersonal intelligence, which is high self-awareness, understanding of oneself, and the ability to regulate emotions and self-motivation. Seventh, kinesthetic intelligence, which is the ability to use the body skillfully, such as athletics or dance. Eighth, naturalist intelligence, which is the ability to recognize and classify elements in nature, such as plants, animals, and rocks. Ninth, existential intelligence, namely the ability to consider existential and existence questions, and have a deep understanding of the meaning of life (Hoffman 2006; Furnham 2007; Neto 2009). Each individual has a different combination of intelligence, and a tendency to express intelligence in one or several specific areas (Sanchez-Martin 2017). An educational approach that pays attention to multiple intelligences can provide wider opportunities for the development of each child's potential.

Therefore, teachers and parents can support children's development by recognizing and facilitating their multiple intelligences (Sánchez-Martín 2017; Ekinci 2014; Karamikabir 2012).

Method

This research employs qualitative methodologies to examine the development of multiple intelligences. The method employs interviews, observations, and the documentation of current development initiatives. Observations were performed immediately at Al-Ikhlas Kindergarten. Interviews were done directly with educators at Al-Ikhlas Kindergarten. Documentation was performed concurrently with the children's engagement in numerous intelligence operations. We executed a study utilising data collection methods, specifically observation, interviews, and documentation.

Results and Disscussion

Based on the results of research and interviews, "Multiple intelligence activities in schools are mandatory or primary. In essence, there are none for basic learning, but they are rushed to extracurricular activities. This is confirmed by the statement from the principal that "Yes, it is true that this school develops several multiple intelligence activities, namely: linguistic-verbal intelligence, visual-special intelligence, musical intelligence, naturalistic intelligence, kinesthetic-physical intelligence, logical-mathematical intelligence. According to Gardner, there are 9 multiple intelligences, but in Al-ikhlas Kindergarten only 6 multiple intelligence activities are developed, in Al-ikhlas Kindergarten it does not focus too much on 3 multiple intelligence activities, namely: interpersonal intelligence, intrapersonal intelligence, existential intelligence, but these three intelligences are still developed over time in Al-ikhlas Kindergarten. Linguistic-verbal intelligence is one of several types of intelligence explained by the theory of multiple intelligences proposed by Howard Gardner. This intelligence focuses on an individual's ability to use and understand language, both spoken and written. People who have linguistic-verbal intelligence usually have high abilities in communicating verbally, understanding language structures, and appreciating the art of language. How to develop multiple linguistic intelligence activities in Al-ikhlas Kindergarten through oral and written activities, oral examples: storytelling activities, written examples: writing activities.

In early childhood education, there are a number of opportunities to stimulate oral and written language intelligence. This includes greeting students at school, letting them play alone or with others, eating together, and ending activities. An environment rich in reading materials that are appropriate for early childhood development must be provided by schools in order to foster linguistic intelligence, especially in the areas of reading and writing from an early age.

Children should have easy access to books and stories that interest them. Children should be allowed to choose at least some of the books they want to read, and teachers should make an effort to support their desire to read on their own. It is often seen that although developing children's intelligence is the goal of many schools, this goal is not supported by adequate resources. In addition, forcing children to read just because it is a good idea will greatly destroy their talents and happiness. Children will no longer give everything because it will be a burden. Therefore, certain techniques are needed to grow and develop reading interests that are in accordance with the linguistic intelligence of early childhood.

Figure 1. Activity of body parts

One of the several intelligences proposed by renowned psychologist Howard Gardner is this unique visual intelligence. A person with visual-spatial intelligence can understand, see, remember, or think in visual terms. For example: teachers carry out storytelling activities so that children understand, remember and imagine the story.

Figure 2. Calligraphy Writing Activity

Musical intelligence refers to the ability to recall sequences of tones and rhythms and utilise them to express concepts through music. Children possessing this level of intelligence frequently take pleasure in listening to music and are capable of performing or singing it in the correct pitch. Vocalising melodies and performing on instruments are two methods of articulating rhythmic and tonal sequences. Gagner, as cited by Munif Chatib, asserted that musical intelligence is the most primordial expression of human aptitude. The capacity to discern musical tones is influenced by life experience; thus, it is conceivable that a three-year-old infant may possess this skill.

Consequently, youngsters possessing musical abilities should be fostered and employed as supplementary resources to enhance education. Maximising the potential of this skill is essential, as no individual is entirely lacking in musical sensitivity. For instance, activities designed for young learners include ice-breaking exercises, singing, familiarisation with music, understanding rhythm, and recognising tone and speed.

Figure 3. Singing Activity

Naturalistic intelligence is an innate capacity possessed by all individuals. Children exhibit elevated levels of naturalistic intelligence due to their ability to appreciate nature more profoundly than adults, perceiving it not only as a backdrop to their experiences. Experts concur that children's intellect is subject to change, predominantly influenced by time, with more significant alterations occurring in those who have consistently resided in a stimulating environment. It is asserted that there exists no direct correlation between nerves and naturalistic intelligence. Leslie Owen Wilson asserts that naturalistic intelligence is linked to the left hemisphere of the brain, which is responsible for categorising and

differentiating objects, as well as the region of the brain attuned to sensory experience, in his eighth essay. Intelligence: naturalistic intelligence.

Figure 4. Playing Activities in Nature

Kinesthetic intelligence, also called physical intelligence, is a person's ability or talent in using parts of his body to perform actions, such as running, dancing, building, engaging in creative endeavors, and producing works. Armstrong (2003:3) Here, what is meant by kinesthetic intelligence is the ability to move the body with its various components. High proficiency in manipulating something and excellent control over body movements are prerequisites for kinesthetic intelligence. Kinesthetic intelligence facilitates the formation of important relationships between the human mind and body, allowing the body to control objects and produce movement. Examples of activities include developing dance, gymnastics, running, crafts, musical drama.

Figure 5. Dancing Activity

Understanding Logical Mathematical Intelligence Combining logical thinking with mathematical skills allows students to answer

problems logically, known as logical mathematical intelligence. The ability to reason logically when responding to situations or problems and to perform mathematical calculations is theoretically referred to as logical mathematical intelligence, one of the many intelligences.

Figure 6. Assembling the puzzle

Figure 7. Making the shape of the house

Asri Budiningsih states that logical-mathematical intelligence, encompassing deductive and inductive reasoning, is sometimes referred to as scientific thinking. This perspective posits that logical-mathematical intelligence is a systematic approach to problem-solving grounded in logical veracity. Logical-mathematical intelligence pertains to the capacity to manipulate numbers, perform arithmetic, recognise patterns, and

engage in reasoning systematically and scientifically. Logical-mathematical intelligence refers to the ability to compute, quantify, and resolve mathematical challenges. For instance, educators implement activities to identify numbers and geometric forms (circles, triangles, squares). From these geometric shapes, children can engage in activities to recognise and construct house shapes using geometry.

Conclusion

The research findings indicate that the development of multiple intelligences in early childhood pupils is essential for effectively completing various learning tasks. This study's findings offer guidance for Al-Ikhlas Kindergarten educators to use diverse intelligence activities in early childhood education. Furthermore, Al-Ikhlas Kindergarten conducts a range of activities aimed at fostering multiple intelligences, including musical intelligence through singing and instrumental play, kinaesthetic intelligence via physical activities such as dancing and gymnastics, interpersonal intelligence through collaborative play and group activities, intrapersonal intelligence through patience and gardening tasks, naturalist intelligence through environmental observation and horticulture, and spiritual intelligence through storytelling and memorisation of hijaiyah letters.

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