# Various Extracurricular Activities as a Medium of Development of Multiple Intelligences

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## Abstract

Every child and student has diverse intelligence abilities and potentials and is not limited to logic, mathematics, and language intelligence alone, which has been the main stressing in formal education. The purpose of this study is to identify various extracurricular activities as a medium of development of multiple intelligences of madrasah students. This research is a case study research. The research was conducted in Madrasah Aliyah 1 Mataram, Madrasah Aliyah 2 Mataram, and Madrasah Aliyah 3 Mataram. The data collection techniques in this study are observation, interview, and documentation. Data analysis is carried out in two stages, namely, data analysis during the field and data analysis after the data is collected. The results showed that various extracurricular activities conducted in Madrasah Aliyah in Mataram city, in practice not only make students excited in attending each class (activities) chosen. However, the activity is a strategic step in developing a variety of intelligence, interests and talents of learners. This is because the varied activities as organized, is a concrete manifestation of the development of multiple intelligences in Madrasah Aliyah in Mataram city.

*Keywords: Extra-Curricular Activities; Multiple Intelligences*

## Introduction

Education has a role in improving the quality of human beings in all aspects (Cintamulya, 2015), therefore the task of education is the humanizing of human being (Mubarok, 2015), in the sense of humanizing people in order to achieve their full dignity, namely how to develop the potential possessed by learners in order to live in accordance with their fitrah (Tohir et al., 2017). In the formulation of national education objectives contained in the National Education System (SISDIKNAS) Law no. 20 of 2003 Chapter II Article 3 mentions:

"National education serves to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible."

Expressly the mandate of the Law of the Republic of Indonesia No. 20 of 2003 Chapter II Article 3 contains two ideal ideas about national education, namely: first, about the function of national education as an instrument in developing capabilities and shaping the character and civilization of a dignified nation in order to educate the nation's life; second, the purpose of national education, which is to develop the potential of learners to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. From various aspects that must be developed through education, one of them is the aspect of intelligence (compound intelligence) of learners that becomes important to do because the future of the nation is in the hands of intelligent children. This is in accordance with the formulation of the national education function that is "in order to educate the life of the nation". To realize the national education objectives, one basic reference (benchmark) is required by each organizer and education unit, in various aspects related to the implementation of education. The basic reference in this case is the national curriculum which is intended to encourage managers, organizers, and educational units to improve their performance in providing quality educational services.

If studied further in the context of developing multiple intelligences of learners, school autonomy plays a very large role (Violina, 2012), because in fact decentralization of the field of education aims to provide opportunities and authority to education actors to consider policy directions in accordance with the quality of resources (human and non-human) in their respective regions (Ervannudin &Widodo, 2016). The decentralization policy of education also responds to the phenomenon of education in Indonesia, which generally shows that the education system has still ignored the specialization of students because it provides general treatment to special students. Allowing learners to develop their own talents will result in limited skills from educational output, which creates mediocre graduates.

Whereas every student has diverse intelligence potential and not only limited to logic, mathematical, and language intelligence alone, which has been the main stressing in formal education (Agustin, 2013). The various intelligences possessed by each individual are: linguistic verbal intelligence, mathematical logic, spatial visuals, rhythmic music, interpersonal, intrapersonal, kinesthetic physical, naturalist, and spiritual existential (Samad Umarella, 2019); (Afandi, 2014); (Afdhilla &Mahendra, 2019); (Fitri et al., 2019). These intelligences play a big role in each child's life, so by introducing and extracting potentials, interests, and talents from childhood to adolescence it becomes important to do.

The development of the ability of these students gained very significant attention to educational institutions in the city of Mataram, the number of educational institutions from the lowest level to universities, from private to state, from public educational institutions to Islamic educational institutions vying to develop this compound capability with various programs. This makes Mataram city as the main city in West Nusa Tenggara Province which is a place to study. In addition to the potential development of educational institutions in the city of Mataram, there are also challenges that must be faced by each educational institution, one of which is the competition of educational institutions programs that have an impact on the progress or retreat of an institution.

Madrasah Aliyah in Mataram city (hereinafter abbreviated as Madrasah Aliyah in Mataram city) also experienced the same challenges. The number of educational institutions in Mataram makes Madrasah Aliyah must be able to develop many potential students so that educational institutions such as Madrasah Aliyah can still exist in the midst of competition of educational institutions, moreover educational institutions in the city of Mataram are not only in the form of public educational institutions but also many Islamic educational institutions. Therefore, with the development of the potential intelligence of students (autonomy in the field of education), Madrasah Aliyah in Mataram city made a breakthrough by making policies that better appreciate the various characteristics, interests and abilities of students through the implementation of educational activities involving all school residents.

*Method*

This research is a case study research. The research was conducted in Madrasah Aliyah 1 Mataram, Madrasah Aliyah 2 Mataram, and Madrasah Aliyah 3 Mataram. The data collection techniques in this study are observation, interview, and documentation. Data analysis is carried out in two stages, namely, data analysis during the field and data analysis after the data is collected. Because data analysis talks about how to systematically search and organize data, transcripts that have been obtained from interviews and documentation, then in this study the data of interview results and documentation of research objects are analyzed and analyzed the data that has been collected.

After the data is collected, so that this research is worthy to be trusted and accountable, the data validity test is conducted before writing the results of the research report. The validity of data related to the problem of how far the truth and neutrality of the results of this study obtained through several kegaiatn Examination of the validity of data is basically, in addition to being used to refute the alleged qualitative research that says it is not scientific, is also an integral element of the qualitative research knowledge body**.**

*Result and Discussion*

**Growth Concept *Multiple Intelligences***

Conceptually, the direction of educational activities carried out in Madrasah Aliyah in Mataram city is based on the national curriculum and signs of autonomy of institutions, namely the curriculum that is emphasized on three aspects, namely: first, the curriculum that develops intelligence (language, science, mathematical logic); second, curriculum that develops creativity (outbound, physical education, entrepreneurship, art, scouting and social society); and third, a curriculum that develops laughter (faith, worship, the Qur'an, attitude of life, and integration with nature). The three directions of curriculum development are seen from curricular and non-curricular activities. In practice, the direction of intelligence development of learners in addition to being carried out in classroom learning activities, is also carried out through extracurricular activities that have a positive contribution to the learners. Extracurricular activities held in Madrasah Aliyah in Mataram city are: recitation of the Qur'an, school reporters, scouts, English classes, and robotic development. Various activities have made formal institutions/schools in this case not only as a medium of training and teaching for careers, but as an institution that can stimulate the growth of intelligence and ability of each student.

Procedurally, the networking of talents and interests of learners in participating in activities held by the institution, conducted at the beginning of the new school year by sharing a questionnaire containing draft extracurricular activities that can be chosen by students, with the consent of parents/guardians of students. This is done to find out, explore further, and develop the diverse potentials and interests of learners that are very necessary to do in childhood. In addition to organizing a variety of extracurricular activities, the management also held Dhuha Prayer program held on Tuesdays, Wednesdays, Thursdays, Saturdays (except Mondays and Fridays) in each study room (class). This program aims to develop intelligence in memorizing the Qur'an, as well as developing the spiritual intelligence of learners. The variety of programs offered by the management, has made Madrasah Aliyah in Mataram city able to exist as one of the institutions trusted by the community, in forming intellectually and morally intelligent children. So that Madrasah Aliyah in Mataram city is able to suck the public's attention to the implementation of quality education.

Various extracurricular activities conducted in Madrasah Aliyah in Mataram city, in practice not only make students excited in attending each class (activity) chosen. However, the activity is a strategic step in developing a variety of intelligence, interests and talents of learners. This is because the varied

activities as organized, is a concrete manifestation of the development of multiple intelligences in Madrasah Aliyah in Mataram city.

**Compound Intelligence Theory (*Multiple Intelligences*)**

The pattern of education directly or not, has also minimized the level of proficiency (skill) that should be developed in the personal learners through formal education. As explained by Gardner, (2003) that every human being has a variety of scattered known as multiple intelligences.

Multiple Intelligences is a brilliant idea first initiated by Howard Gardner. The idea comes along with the development of the increasingly dynamic world of education. The ideas and concepts of Multiple Intelligences were published in his monumental work Frames of Mind (Jasmine, 2007).

This work provides a new foundation and outlook on the world of education and potential (human intelligence) in its achievements and life. Where previously human intelligence was only assumed and measured by the level of intellectual intelligence (IQ) and emotional intelligence (EQ) alone, and ignored other aspects of potential possessed by humans.

The belief that only IQ levels play an important role in achieving learning and real life success is not always true (Suparno, 2007). A number of studies conducted by psychologists concluded that intelligence cannot be measured through mere scholastic abilities (Faidah et al., 2019).

Howard Gardner criticized intelligence that can only be measured by a single score, as previous intelligence measurements that only set on linguistic and logical-mathematical intelligence. Intelligence is expressed in quantitative symbols. Quantitative symbols or numbers represent the value of comparison, then called quotient (Leonard &Amanah, 2014).

As for Intelligence according to (Gardner, 2003) is interpreted as an ability, with the process of completeness is able to handle problems in life. However, that does not mean that a person who has a certain type of intelligence will demonstrate that ability in every aspect of his life. These intelligences have traits that determine the level of intelligence profile.

According to Gardner, (2003), humans have more than one intelligence (intelligence) that has different abilities and is related to different brain regions. This theory of multiple intelligences says that a human being has at least nine intelligences, namely linguistic, logical-mathematical, intarapersonal, interpersonal, musical, gesture, spatial, naturalist, and existential. All this intelligence works together in one unique and complex interweaving. Every human being has all this intelligence with different levels of development (Fatmawiyati, 2018).

The nine intelligences initiated by Gardner are abilities that are already ingrained in every human being. In real life, intelligence is present and appears together or sequentially in one or more activities, for example in the daily activities of interconnected intelligence in a series, such as kicking a ball (kinesthetic), self-orientation on the field (spatial), protesting to the referee (linguistic and interpersonal). In certain cases there can also be found individuals who have a very high level of intelligence in one type of intelligence, but have weaknesses in the intelligence of another.

The world of education itself has accommodated and accepted the theory of multiple intelligences because it is considered more able to serve all the intelligence that children have. This concept makes educators more wise to see the differences that exist in each child (read: learners), and make the child feel more appreciated. This theory of multiple intelligences further dispels the myth of "smart and uns intelligent children", because according to this concept all children are essentially intelligent because they

have diverse abilities in them. The most important thing is how to stimulate or stimulate the ability/intelligence in order to grow optimally.

The many forms of intelligence (multiple intelligences) that have become potential learners certainly provide greater opportunities to develop intelligence capabilities (Astuti, 2018). All of this intelligence can function to the fullest, to identify and develop a broad spectrum of capabilities within each student in order to produce an effective form of learning. Therefore, it is important to design activities for the development of such intelligence.

**Extracurricular Framework for the Development of Multiple Intelligences in Madrasah Aliyah in Mataram City**
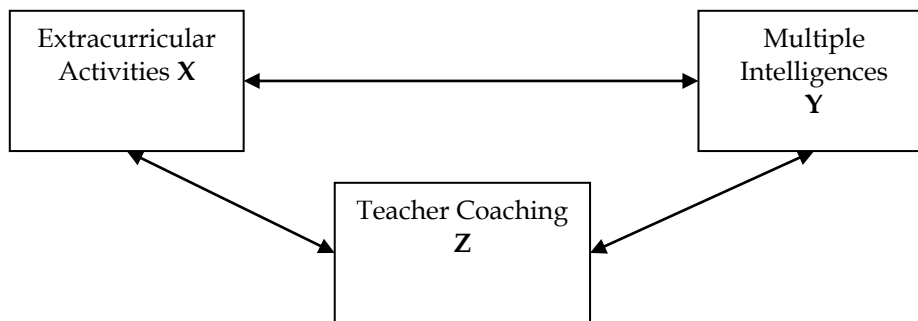


Figure 1: Scheme 1 interactive (reciprocal) relationship between variables

Description:

⟷                    = Reciprocal relationships (interactive)

Based on the illustration above, the relationship of variables with each other is reciprocal. This means that the more/often the coaching of teachers in Madrasah Aliyah in mataram city conducted in extracurricular activities, to develop multiple intelligences, the more developed multiple intelligences (multiple intelligences) learners. The more developed multiple intelligences of learners, the higher/often coaching on extracurricular activities conducted.
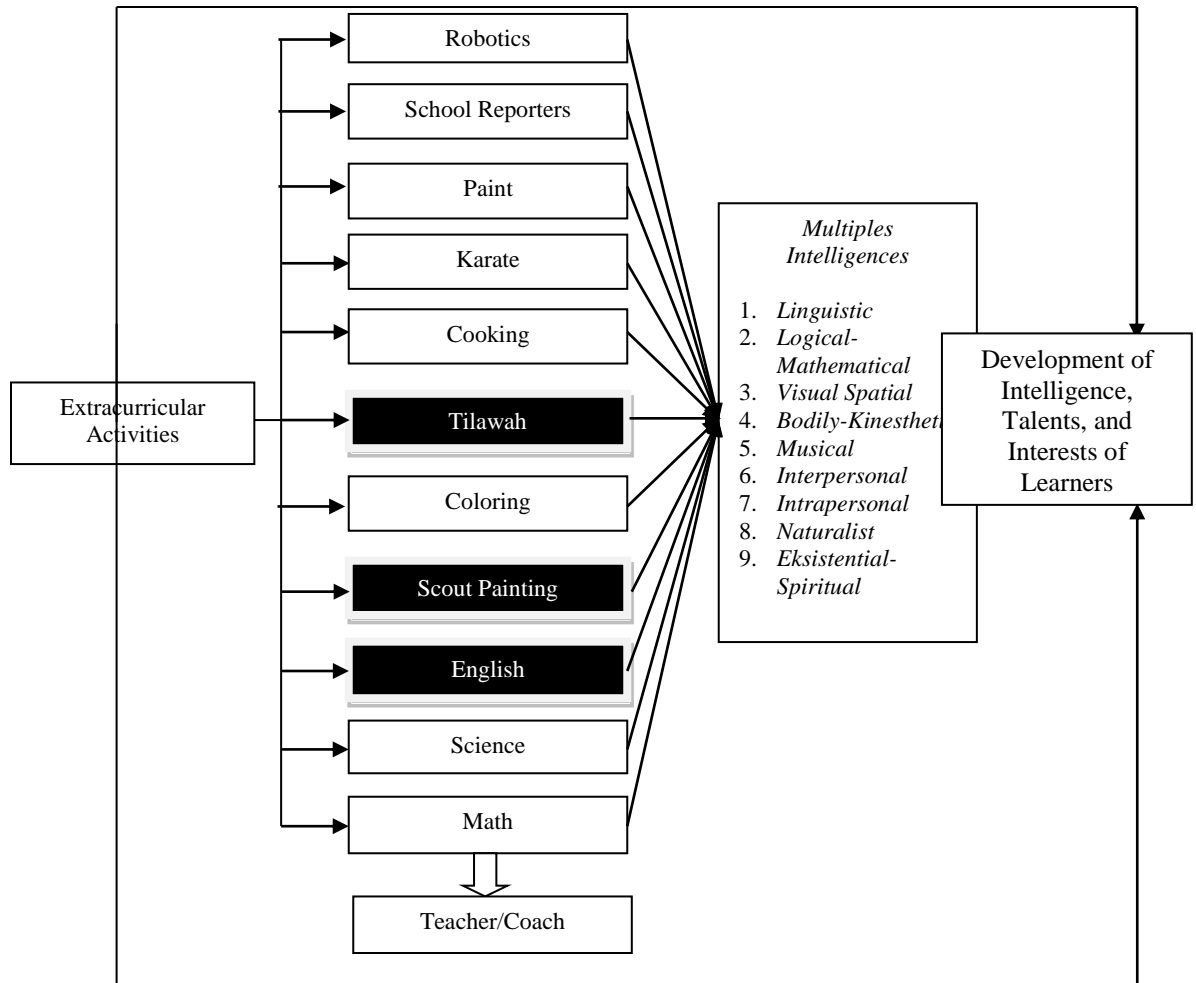
Figure 2: Scheme 2 of construction of researchers' thinking on the object of study

Description:

= Direct Relationships
= Related Parties (Trustees)
= Extracurricular Activities to be observed

In the scheme 2 above, describes that the first variable is extracurricular activities which are non-curricular activities organized by the institution (Madrasah Aliyah in Mataram city), has 11 extracurricular activities, namely: tilawah, child journalists, Scouts, karate, cooking, robotics, coloring, painting, English classes, science classes, and math classes. Of the eleven extracurricular activities, researchers will only examine three extracurriculars: robotic extracurriculars, painting, and English classes.

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As it is known that compound intelligence is not always present separately, but sometimes it is present and actualized by oneself simultaneously in a series of activities. For example, in painting activities. Although basically the direction of development is aimed at visual-spatial intelligence, but when students do the process of drawing one object, then the other ability is also needed such as calculation of size (large / small) objects to be drawn and connect the arrangement or pattern of lines into a whole object (mathematical intelligence), the ability to move hands in drawing (kinesthetic intelligence), attitude when showing appreciation for the work of friends (interpersonal intelligence).

**Extracurricular Program as Developer of Student Majmuk Intelligence in Schools**

Extracurricular activities are educational activities outside the subjects and counseling services to help the development of learners in accordance with their needs, potentials, talents and interests through activities specifically organized by educators and or educational personnel who are capable and authorized in schools/madrasah (Noor, 2012).

Based on the explanation above, it can be known that extracurricular activities are non-curricular activities held by the school, to channel the interests and talents of learners and hone the skills (hard and softskill) of learners in accordance with their preferred choices, in the field of arts, sports, religion, language, and others.

Noor, (2012) explains more about the vision and mission of extracurricular activities as follows: "The vision of extracurricular activities is the optimal development of potentials, talents, and interests, as well as the growth of independence and happiness of useful learners for themselves, their families and society." While the mission of extracurricular activities there are two, namely: (1) Provide a number of activities that can be chosen by students according to their needs, potentials, talents, and interests; (2) Organizing activities that provide opportunities for learners to express themselves freely through independent and/or group activities." (Noor, 2012).

Based on the vision and mission, it can be known that the policy direction of the implementation of extracurricular activities is an effort to grow the potential, talents, and interests of learners. Extracurricular activities are one of the media for the development of students' abilities and creativity in accordance with their wishes. Extracurricular activities have a great contribution in improving the quality of learners. Among the positive contributions as stated by others are (Noor, 2012):

a) Condition the diversity of intelligence and potential of learners;

b) Bring education closer to the real world;

c) Have high flexibility in terms of programs and curriculum;

d) Education is delivered interestingly and pleasantly.

The existence of extracurricular programs has become an alternative to the development of education in a more comprehensive direction. As the condition of the world of education that has been more verbalistic and oriented solely to the mastery of subjects, making extracurricular programs become something important to be held. This is because education and knowledge gained from extracurricular knowledge can equip learners with life skills, which is not only limited to theory on paper. With good life skills, it is expected that the educational output will be able to solve the problems faced, including finding or creating jobs for those who do not continue their education to a higher level.

Some extracurricular activities commonly found in formal educational institutions are (Noor, 2012):

a) Extracurricular sports, including: football, basketball, volleyball, futsal, table tennis, badminton, swimming, billiards, bridge, fitness.

b) Extracurricular martial arts, including: karate, silat, taekwondo, wrestling, fighting drajat, kempo, wushu, capoeira, boxing, white dove.

c) Extracurricular music art, including: band, choir, orchestra, drumband /marchingband, a cappella, angklung, nasyid, qasidah, karawitan.

d) Extracurricular dance arts and roles, including: cheerleader, modern dance, traditional dance, theater.

e) Extracurricular media arts, including: journalism, wall magazines (mading), radio communication, photography, cinematography.

f) Other extracurriculars, such as: PMR (Juvenile Red Cross), KIR (Youth Scientific Works), Scouts, automotive/workshop, nature lovers, Paskibra (Flag Raising Team), Spirituality (Rohis), Bikers Club, Entrepreneurship, Student Cooperatives, and so on.

## *Conclusion*

Humans have more than one intelligence that has different abilities and is related to different brain regions. This theory of multiple intelligences says that a human being has at least nine intelligences, namely linguistic, logical-mathematical, intarapersonal, interpersonal, musical, gesture, spatial, naturalist, and existential. All this intelligence works together in one unique and complex interweaving. Every human being has all this intelligence with different levels of development. Various extracurricular activities conducted in Madrasah Aliyah in Mataram city, in practice not only make students excited in attending each class (activity) chosen. However, the activity is a strategic step in developing a variety of intelligence, interests and talents of learners. This is because the varied activities as organized, is a concrete manifestation of the development of multiple intelligences in Madrasah Aliyah in Mataram city.

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