

## Integration of Multiple Intelligences Theory in Learning Processes Based on Pancasila Values: A Literature Review



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### Abstract

This study aims to analyze the concept of intelligence from the perspective of the Multiple Intelligences (MI) theory and its integration with Pancasila values in learning processes. Howard Gardner's MI theory posits that intelligence is not limited to academic or intellectual abilities (IQ), but comprises nine domains: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential intelligences. In the Indonesian educational context, the development of these intelligences must align with Pancasila values to ensure that learning emphasizes not only cognitive achievement but also character formation. This study employs a literature review approach by examining scholarly sources related to intelligence, factors influencing its development, MI-based pedagogical strategies, and their relevance to Pancasila values. Findings suggest that intelligence is influenced by a combination of biological factors, social environments, and meaningful learning experiences. The integration of MI theory with Pancasila values promotes inclusive and humanistic learning, aligned with the goals of shaping the *Profil Pelajar Pancasila* (Pancasila Student Profile). Thus, MI-based learning fosters optimal development across academic, socio-emotional, and moral domains.

### Abstrak

Penelitian ini bertujuan untuk menganalisis konsep kecerdasan dalam perspektif teori kecerdasan majemuk (Multiple Intelligences) dan integrasinya dengan nilai-nilai Pancasila dalam proses pembelajaran. Teori Multiple Intelligences yang dikembangkan oleh Howard Gardner menegaskan bahwa kecerdasan tidak hanya terbatas pada kemampuan akademik atau intelektual (IQ), tetapi mencakup sembilan jenis kecerdasan: linguistik, logis-matematis, spasial, kinestetik, musikal, interpersonal, intrapersonal, naturalis, dan eksistensial. Dalam konteks pendidikan Indonesia, pengembangan kecerdasan tersebut perlu selaras dengan nilai-nilai Pancasila agar pembelajaran tidak hanya berorientasi pada prestasi kognitif, tetapi juga pembentukan karakter. Penelitian ini menggunakan pendekatan studi literatur dengan menelaah berbagai sumber tentang konsep kecerdasan, faktor-faktor yang memengaruhi perkembangan kecerdasan, strategi pedagogis berbasis MI, serta relevansinya dengan nilai-nilai Pancasila. Hasil kajian menunjukkan bahwa kecerdasan dipengaruhi oleh faktor biologis, lingkungan sosial, dan pengalaman belajar. Penerapan teori kecerdasan majemuk yang diintegrasikan dengan nilai-nilai Pancasila dapat mewujudkan pembelajaran yang inklusif, humanis, dan berorientasi pada pembentukan Profil Pelajar Pancasila. Dengan demikian, proses pembelajaran dapat mengembangkan potensi peserta didik secara optimal baik pada ranah akademik, sosial-emosional, maupun moral.

## INTRODUCTION

Intelligence is a fundamental concept in education because it is directly related to learners' ability to understand, process, and apply knowledge. Traditional perspectives often reduce intelligence to academic skills, commonly measured through Intelligence Quotient (IQ) scores. This view regards intelligence as a singular, static construct measured quantitatively through standardized tests (Fadilah, 2019), and it fails to capture the diverse potential of learners. As a critique of IQ-centered assessments, Howard Gardner introduced the Multiple Intelligences (MI) theory in 1983, defining intelligence as the ability to solve problems or create products valued within a cultural context (Gardner in Syarifah, 2019). Gardner identified nine intelligences and argued that each individual possesses a unique profile of strengths. Effective education, therefore, requires adapting learning strategies to match students' dominant intelligences (Berliana, 2023).

In Indonesia, the development of multiple intelligences must be contextualized within Pancasila the nation's philosophical and ideological foundation. Pancasila underpins the goals of national education and is manifested in the *Pancasila Student Profile*, which emphasizes the development of faith, global citizenship, cooperation, independence, critical thinking, and creativity. Previous research has demonstrated that MI-based learning improves motivation and academic outcomes (Anam, 2021; Muali, 2016), while aligning with Pancasila values supports character formation and 21st-century competencies. Therefore, it is essential to examine how MI theory can be integrated into learning processes grounded in Pancasila values. This study examines the definition of intelligence, the factors that influence its development, Gardner's categories of intelligence, and the pedagogical implications aligned with Pancasila.

## METHODS

This study adopts a literature review approach to analyze the concept of intelligence through the lens of the Multiple Intelligences theory and its integration with Pancasila values. This approach enables systematic identification, evaluation, and synthesis of previous research (Creswell, 2014). The reviewed literature encompasses scholarly journals, books, and reports that discuss MI theory, character-based education, and Pancasila-oriented learning.

The literature review method is appropriate because it enables a comprehensive examination of theoretical frameworks without requiring direct fieldwork, while still relying on empirically supported findings. Relevant studies include those addressing the effectiveness of MI-based learning (Anam, 2021; Muali, 2016), environmental and social influences on intelligence development (Hidayat, 2020; Seknun, 2022), and the role of Pancasila in shaping educational practices. Through this method, the study generates an integrative understanding of the relationship between MI theory and Pancasila values in the context of education.

## RESULT AND DISCUSSION

### RESULT

The findings of this literature review reveal several key aspects regarding the role of Multiple Intelligences (MI) in the learning process and its alignment with the values of Pancasila in the Indonesian educational context. The review identifies four major themes: (1) the multidimensional nature of intelligence as conceptualized by MI theory, (2) the factors influencing the development of intelligence, (3) the potential integration of MI theory with the philosophical values of Pancasila, and (4) the pedagogical implications derived from this integration.

First, the analysis of MI theory confirms that intelligence is not a singular or fixed attribute but a multidimensional construct comprising at least nine distinct types of intelligence: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential. Each type represents a specific cognitive or behavioral capability, allowing individuals to demonstrate strengths in different domains. The

reviewed literature consistently supports the claim that learners possess unique profiles of intelligence, meaning that learning styles and abilities vary considerably among students. This multidimensional view contrasts with traditional intelligence models, which rely heavily on IQ scores and standardized assessments that predominantly measure linguistic and logical–mathematical abilities. As a result, MI theory broadens the conceptual framework of intelligence in education, providing a more inclusive foundation for understanding student potential.

Second, the review identifies several key factors that contribute to the development of intelligence. Biological predispositions, such as genetic traits and neural development, form the fundamental basis for individual differences in intelligence. However, the literature emphasizes that environmental variables, including family support, teacher–student interactions, peer relationships, and cultural context, play equally critical roles in shaping intelligence. Positive social environments and supportive educational settings have been shown to enhance cognitive, emotional, and creative capacities. Moreover, enriched learning experiences, such as exposure to diverse activities, opportunities for exploration, and contextualized learning, significantly contribute to the development of multiple intelligences. These findings highlight the dynamic nature of intelligence and the importance of educational practices that nurture various domains of learner potential.

Third, the results indicate a strong compatibility between MI theory and the core values of Pancasila, which serves as the ideological foundation of Indonesia’s national education system. The first principle, Belief in One Almighty God, aligns with the development of existential intelligence, which involves reflection, spirituality, and ethical reasoning. The second principle, Just and Civilized Humanity, connects with interpersonal and intrapersonal intelligences, emphasizing empathy, self-awareness, and emotional regulation. The third principle, The Unity of Indonesia, corresponds with collaborative learning, cooperative problem-solving, and the cultivation of social cohesion. The fourth principle, Democracy Guided by Wisdom, reflects logical and mathematical reasoning, critical thinking, and effective communication skills. Finally, the fifth principle, Social Justice for All, supports inclusive learning environments that recognize and accommodate diverse intelligence profiles. These alignments show that MI theory not only supports cognitive development but also reinforces character-building aligned with national values.

Fourth, the findings reveal several pedagogical implications derived from the integration of MI theory with Pancasila values. MI-based learning encourages the use of varied instructional methods tailored to different intelligence types, such as mind mapping, literacy-centered activities, physical engagement, and artistic expression. Additionally, Project-Based Learning (PBL) emerges as an effective approach for integrating multiple intelligences while promoting creativity, collaboration, and real-world problem-solving. Cooperative learning strategies further support the values of unity and mutual respect, aligning with Pancasila’s emphasis on social harmony. Holistic assessment practices, which evaluate cognitive, affective, and psychomotor domains, also align with the principles of justice and inclusivity.

## **DISCUSSION**

The findings of this study highlight the conceptual and practical significance of integrating Multiple Intelligences (MI) theory with Pancasila values within Indonesia’s educational framework. The multidimensional nature of intelligence, as described in MI theory, provides an expanded lens for understanding learner diversity, while Pancasila offers the philosophical and ethical foundation that guides the goals and character formation within Indonesian education. The interplay between these two frameworks reveals important implications for curriculum design, pedagogical practices, and holistic student development.

First, the recognition of intelligence as a multidimensional construct reinforces the need to shift away from traditional, IQ-centered approaches to learning. Conventional educational

models that prioritize linguistic and logical–mathematical abilities often marginalize students whose strengths lie in other domains. By adopting MI theory, educators are better positioned to design learning experiences that honor individual strengths and provide equitable opportunities for success. This aligns with Pancasila’s Fifth Principle, Social Justice for All, which mandates fairness, inclusivity, and the acknowledgment of diverse learner potentials. Thus, MI theory functions as both a psychological and pedagogical tool to realize educational equity in accordance with national ideology.

Second, the alignment between MI theory and Pancasila values suggests that the development of intelligence cannot be separated from the cultivation of character. Pancasila’s emphasis on morality, humanity, unity, democracy, and justice resonates with the socio-emotional components present in several intelligence domains. Interpersonal and intrapersonal intelligences, for example, naturally support the development of empathy, cooperation, self-reflection, and emotional regulation qualities that are integral to the Second and Third Principles of Pancasila. Moreover, existential intelligence encourages students to reflect on the ethical and spiritual dimensions of life, reinforcing the First Principle of Belief in One Almighty God. This compatibility demonstrates that MI theory not only enhances academic achievement but also fosters character development in ways that align with national educational aspirations.

Third, the pedagogical implications of integrating MI and Pancasila values highlight the need for adaptive, learner-centered teaching. The use of varied instructional methods reflects an understanding that intelligence develops through rich and meaningful learning experiences. For example, collaborative learning strategies support interpersonal intelligence while simultaneously fostering unity and collective responsibility, core ideals of the Third Principle of Pancasila. Likewise, Project-Based Learning (PBL) enables students to apply multiple intelligences in authentic contexts, encouraging creativity, critical thinking, and problem-solving. These competencies are central to the Fourth Principle, which advocates decision-making through wisdom and deliberation. The convergence of MI-based learning strategies with Pancasila values demonstrates that cognitive development and character formation can occur simultaneously when pedagogy is intentionally designed.

Despite these promising outcomes, the integration of MI and Pancasila values also presents challenges. Implementing MI-based learning requires teachers to have strong pedagogical knowledge, classroom management skills, and familiarity with differentiated instruction competencies that may not yet be fully developed among educators. Similarly, incorporating Pancasila values requires a deep understanding of character education and cultural context. Without adequate professional development, teachers may struggle to translate these frameworks into practice. Therefore, continuous training, curriculum support, and policy reinforcement are essential to ensure successful implementation.

## Conclusion

The literature review suggests that intelligence is a multidimensional construct, as proposed in Howard Gardner’s Multiple Intelligences theory. Since each learner has a unique intelligence profile, learning processes must be designed to accommodate diverse abilities and learning styles. In the Indonesian context, integrating MI theory with Pancasila values ensures that learning promotes not only cognitive development but also moral and character formation. The integration of MI and Pancasila values results in inclusive, humanistic, collaborative, creative, and critically oriented learning practices. Teachers play a central role in designing varied instructional strategies, implementing project-based activities, and using holistic assessments to support the development of the Pancasila Student Profile. Consequently, MI-based learning, grounded in Pancasila values, enables optimal and well-rounded development, aligning with the demands of 21st-century education.

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