

**MODEL OF MANAGEMENT FOR IMPLEMENTING A MULTIPLE
INTELLIGENCES BASED TALENT PROGRAM IN
OPTIMIZING STUDENTS POTENTIAL**

Nasyilla Putri Nirwan¹, Ummah Karimah², Mochamad Daffa Akmal³

^{1,2,3}Islamic Studies FAI Universitas Muhammadiyah Jakarta

¹nasyillaputri.npn@gmail.com, ²ummah.karimah@umj.ac.id,

³daffaakmall04@gmail.com

ABSTRACT

*Contemporary education emphasizes the comprehensive development of students' potential, extending beyond academic achievement to include diverse talents, interests, and intellectual capacities. This paradigm aligns with Howard Gardner's theory of Multiple Intelligences, which asserts that each individual possesses a unique configuration of intelligences that must be systematically identified and nurtured. Within the framework of Islamic education, such holistic development reflects the concept of *insān kāmil*, a well-balanced individual who grows harmoniously in intellectual, emotional, spiritual, and social dimensions. Therefore, schools are required to design structured programs that move beyond cognitively oriented instruction and provide opportunities for students to explore and actualize their multiple intelligences. This study aims to analyze the implementation of a talent development program in supporting students' Multiple Intelligences at SMP Muhammadiyah 8 Jakarta, focusing on planning, implementation, and evaluation from a school management perspective. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews, observation, and document analysis involving school leaders, teachers, students, and parents. The findings indicate that the program is designed through initial potential assessments, flexible curriculum planning, and collaboration with professional trainers. Implementation emphasizes personalized and sustainable development of multiple intelligences, while evaluation is conducted comprehensively, covering cognitive, affective, and psychomotor aspects. The study concludes that the Multiple Intelligences-based talent program effectively optimizes students' holistic development and supports the school's vision of nurturing academically competent and morally grounded generations.*

Keywords: Management Model, Multiple Intelligences, Development of Student Potential.

ABSTRAK

Pendidikan kontemporer menekankan pentingnya pengembangan potensi peserta didik secara komprehensif, tidak hanya berfokus pada capaian akademik, tetapi juga pada penguatan bakat, minat, dan kecerdasan yang beragam. Paradigma ini selaras dengan teori Multiple Intelligences yang dikemukakan oleh Howard

Gardner, yang menyatakan bahwa setiap individu memiliki konfigurasi kecerdasan unik yang perlu dikenali dan difasilitasi secara sistematis. Dalam perspektif pendidikan Islam, pengembangan potensi tersebut sejalan dengan konsep pembentukan insān kāmil, yaitu pribadi yang berkembang secara seimbang dalam dimensi intelektual, emosional, spiritual, dan sosial. Oleh karena itu, sekolah dituntut merancang program terstruktur yang tidak semata-mata berorientasi pada aspek kognitif, tetapi juga memberi ruang bagi eksplorasi kecerdasan majemuk siswa. Penelitian ini bertujuan menganalisis implementasi program talent dalam mendukung Multiple Intelligences siswa di SMP Muhammadiyah 8 Jakarta, meliputi perencanaan, pelaksanaan, dan evaluasi dalam perspektif manajemen sekolah. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara mendalam, observasi, dan dokumentasi yang melibatkan pimpinan sekolah, guru, siswa, dan orang tua. Hasil penelitian menunjukkan bahwa program dirancang melalui asesmen potensi awal, kurikulum fleksibel, serta kolaborasi dengan pelatih profesional. Pelaksanaan berorientasi pada pengembangan kecerdasan majemuk secara personal dan berkelanjutan, sedangkan evaluasi dilakukan secara komprehensif mencakup aspek kognitif, afektif, dan psikomotorik. Penelitian ini menyimpulkan bahwa program talent berbasis Multiple Intelligences efektif dalam mengoptimalkan potensi siswa secara holistik dan mendukung visi sekolah mencetak generasi unggul yang beriman, bertakwa, dan berilmu.

Kata Kunci: Manajemen Pendidikan Islam, Multiple Intelligences, Program Talent.

A. Introduction

Islamic Religious Education plays a strategic role in shaping students' character and internalizing religious values. Within the national education framework, Islamic Religious Education does not merely function as a process of transmitting normative knowledge, but also as a medium for moral development and the strengthening of sustainable ethical identity. To achieve these objectives effectively, Islamic Religious Education learning must consider the diversity of students'

potentials and skills, which can no longer be addressed through homogeneous conventional methods. Studies on the application of Multiple Intelligences theory in Islamic Religious Education indicate that innovative instructional strategies can enhance student engagement and the effectiveness of value internalization. Therefore, the development of Multiple Intelligences-based instructional innovation in Islamic Religious Education has become an urgent subject for systematic

examination (Handal Pratama Putra, 2022).

Theoretically, the Multiple Intelligences-based learning approach emphasizes that the diversity of students' intelligences must be accommodated in instructional design in order to optimize each individual's potential development. Every student possesses a different combination of intelligences, including linguistic, logical, interpersonal, intrapersonal, and other forms of intelligence. This perspective aligns with holistic education principles that view students as complete individuals with unique potentials. Therefore, integrating the Multiple Intelligences approach into Islamic Religious Education enables learning processes to become more inclusive and responsive to students' needs. Consequently, this approach holds strong conceptual relevance in reforming Islamic Religious Education learning (Fuji Zakiyatul Fikriyah, 2018).

Various empirical studies in Indonesia demonstrate that the implementation of the Multiple Intelligences concept in Islamic Religious Education significantly enhances student engagement and

enriches their learning experiences. This approach allows for diverse and participatory instructional methods, enabling students to become active participants rather than passive recipients of information. These findings suggest that Multiple Intelligences is not only pedagogically relevant but also contributes to improving the overall quality of religious education in schools. Therefore, the application of Multiple Intelligences in Islamic Religious Education has substantial potential to improve both learning processes and outcomes (Handayani, 2024).

Successful implementation of Multiple Intelligences in Islamic Religious Education is strongly influenced by the quality of learning management within schools. Educational innovation cannot be separated from careful planning, clear organization, directed implementation, and systematic evaluation. Without structured management, the Multiple Intelligences approach risks becoming sporadic classroom practices lacking sustainability and proper documentation. Therefore, the implementation of Multiple Intelligences must be analyzed and managed within a comprehensive

Islamic educational management framework (Ratu Humaira, 2025).

Previous studies also emphasize that Multiple Intelligences-based instructional strategies must be aligned with curriculum planning and school policies as part of an integrated learning management system. Schools that possess clear standard operating procedures and structured instructional governance tend to implement educational innovations more consistently. This indicates that the success of Multiple Intelligences depends not only on teaching methods but also on institutional policies and governance structures. Therefore, the integration of Multiple Intelligences into the Islamic Religious Education curriculum must be designed within a well-planned and measurable management system (Redy Eka Yudesthira, 2023).

Strengthening teachers' capacity to design instruction that accommodates diverse intelligences has become a critical issue in the implementation of Multiple Intelligences. As primary facilitators of learning, teachers must possess adequate pedagogical and professional competencies to develop strategies aligned with students'

diverse potentials. Without sufficient capacity building and professional development support, the Multiple Intelligences approach cannot be optimally implemented. Consequently, human resource development constitutes an essential component in managing the implementation of Multiple Intelligences in Islamic Religious Education (Ahmad Zamakhsyari, 2023).

Multiple Intelligences-based evaluation requires assessment systems that extend beyond cognitive dimensions to include affective and psychomotor aspects of student development. A comprehensive evaluation system enables schools to assess students' potential more authentically and holistically. Evaluation also functions as a quality control mechanism within learning management. Therefore, assessment systems must be designed as an integral component of Multiple Intelligences-based Islamic Religious Education management (Difa'ul Husna, 2024).

Literature in Islamic education further indicates that integrating Multiple Intelligences into learning practices promotes educational innovation that is more responsive to

students' needs. This approach supports character development, religious moderation, and the cultivation of students' social potential within sustainable educational contexts. Consequently, Multiple Intelligences can serve as a strategic instrument in transforming Islamic Religious Education learning.

B. Research Methods

This study employs a qualitative approach with a descriptive-analytical design to examine in depth the implementation of the talent program in supporting students' multiple intelligences. A qualitative approach is selected because the research is oriented toward understanding meanings, processes, and the contextual dynamics of program implementation within the school environment. Through this approach, the researcher seeks to comprehensively reveal how the planning, implementation, and evaluation of the talent program are conducted as a strategic effort to develop students' multiple intelligences. The descriptive-analytical design enables the researcher to present systematic empirical descriptions while

simultaneously interpreting ongoing educational practices, thereby producing findings that are theoretically and practically relevant for the development of multiple intelligences-based program management.

The research was conducted at SMP Muhammadiyah 8 Jakarta as the research locus, considering that the school has developed a structured talent program as part of its differentiated learning strategy and students' potential development. The site was selected purposively due to the program's structured, integrative characteristics and its orientation toward fostering multiple intelligences in line with Howard Gardner's theory. The institutional context of the school, which integrates Islamic educational values with modern pedagogical approaches, provides a rich setting for examining the holistic implementation of the talent program in both intracurricular and extracurricular activities (Heryanto, 2013).

Research subjects were determined purposively by considering their direct involvement in the planning and implementation of the talent program. The research informants included the principal, vice

principal for curriculum affairs, talent program coordinator, subject teachers, extracurricular coaches, students, and parents. The selection of diverse informants aimed to obtain multi-source perspectives regarding the implementation of the talent program, ensuring that the data collected were comprehensive and in-depth. Data collection techniques comprised participatory observation, semi-structured interviews, and documentation studies. Observation was used to directly record the implementation activities of the talent program in the field, interviews were conducted to explore informants' experiences and perceptions, and documentation was utilized to examine curricula, work programs, activity modules, and program evaluation reports.

The research data consisted of primary and secondary data. Primary data were obtained through in-depth interviews and participatory observation of the talent program implementation process, while secondary data were derived from official school documents, activity archives, curriculum policies, and relevant scientific literature related to multiple intelligences theory and

educational program management. Data trustworthiness was ensured through source triangulation, technique triangulation, and time triangulation. In addition, member checking was conducted with informants to confirm the accuracy of data interpretations in relation to field realities. This process was carried out continuously throughout the research to enhance the credibility and validity of the findings.

Data analysis employed the interactive model of Miles, Huberman, and Saldaña, which consists of three main stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, focusing, and organizing data according to the research focus. Data display was presented in thematic descriptive narratives to facilitate interpretation of relationships among categories. Subsequently, conclusions were drawn inductively with repeated verification against field data to produce valid and reliable findings. This analytical procedure enabled the researcher to gain an in-depth understanding of the patterns of talent program implementation in supporting the systematic, contextual, and evidence-based development of

students' multiple intelligences (Sugiyono, 2018).

C. Research Results and Discussion

1. Planning of the Talent Program in Supporting Students' Multiple Intelligences

The research findings indicate that the planning of the talent program at SMP Muhammadiyah 8 Jakarta is conducted systematically and integratively with the school curriculum. The planning process begins with a needs analysis of students, mapping their interests and talents, and identifying their potential intelligences based on the theory of multiple intelligences. The school carries out initial assessments through teacher observations, interest and talent questionnaires, and consultations with parents to obtain a comprehensive profile of students' potentials. The collected data serve as the basis for designing various talent programs relevant to students' characteristics, including arts, sports, languages, science, and religious activities.

Conceptually, the planning of the talent program aligns with the theory of multiple intelligences, which posits that each learner possesses diverse intellectual potentials. The school

does not focus solely on academic intelligence (linguistic and logical-mathematical), but also fosters interpersonal, intrapersonal, musical, kinesthetic, naturalistic, and spiritual intelligences. This indicates that the program planning adopts a holistic educational paradigm oriented toward developing students' overall potential. Thus, the talent program is not merely an additional activity but an integral part of differentiated learning strategies within the school.

From the perspective of educational management, the planning process is implemented through curriculum meetings, coordination with talent program coordinators, and the preparation of structured activity schedules. The principal acts as the strategic decision-maker, while the talent program coordinator is responsible for technical and operational planning. Collaboration among subject teachers also plays a crucial role in aligning talent programs with classroom learning objectives. These findings demonstrate that the planning of the talent program is conducted through a collaborative approach involving all school stakeholders (Gardner, 2011).

The discussion of these findings confirms that talent program planning based on students' potential mapping is a strategic step in supporting the development of multiple intelligences. This approach is consistent with holistic educational principles that emphasize nurturing each student's unique potential. With well-structured planning, the school is able to create an inclusive and adaptive learning environment that accommodates diverse intelligences, making the educational process more student-centered and humanistic .

2. Implementation of the Talent Program in Developing Multiple Intelligences

The findings reveal that the implementation of the talent program is carried out systematically through both intracurricular and extracurricular activities. In intracurricular settings, teachers apply differentiated instructional strategies by providing varied methods, media, and assignments tailored to students' dominant intelligences. For example, students with kinesthetic intelligence are engaged in hands-on activities, while those with linguistic intelligence are assigned presentations and discussions. This implementation

demonstrates that the talent program is not a separate initiative but is integrated into classroom learning processes (Armstrong, 2009).

In extracurricular activities, the school offers a variety of talent development programs such as Qur'anic memorization (tahfidz), music and arts, sports, science clubs, and foreign language programs. These activities are designed to optimally facilitate students' multiple intelligences. Teachers and program mentors provide intensive guidance according to each student's talent area. The programs are conducted regularly and continuously, allowing students to develop their abilities through meaningful learning experiences (Rahayu, 2024).

The discussion shows that the implementation of the talent program reflects the practical application of multiple intelligences theory in educational practice. The school provides diverse channels for students to express their intelligences through varied and contextual activities. This aligns with the view that effective learning occurs when students are given opportunities to learn according to their preferred learning styles and intellectual strengths. Consequently,

the implementation of the talent program contributes to creating an active, creative, and enjoyable learning process (Hermawan, 2010).

Furthermore, the implementation of the talent program has a positive impact on students' learning motivation, self-confidence, and social skills. Students who actively participate in talent programs exhibit higher enthusiasm in school activities and demonstrate stronger responsibility for self-development. This finding suggests that the talent program functions as an effective medium for self-actualization in supporting the comprehensive development of students' multiple intelligences (Chatib, 2010).

3. Evaluation of the Talent Program and Its Impact on Students' Multiple Intelligences

The research findings indicate that the evaluation of the talent program is conducted periodically through performance assessments, talent development reports, and reflective evaluations by program mentors. The evaluation does not only focus on achievement outcomes but also emphasizes students' developmental processes, participation levels, and changes in

attitudes and self-confidence. Evaluation instruments include observation sheets, student portfolios, and documented reports of extracurricular activities compiled systematically by the school (Gardner, 2011).

Substantively, the evaluation results demonstrate that the talent program has a positive impact on the development of students' multiple intelligences. Students show improvement in communication skills, creativity, teamwork, and problem-solving abilities according to their respective talent areas. These outcomes suggest that the implementation of the talent program not only enhances academic performance but also supports the development of essential 21st-century competencies, including creativity, collaboration, communication, and critical thinking (Sofi Fauziah, 2025).

Further discussion confirms that comprehensive evaluation enables the school to conduct continuous improvements to the talent program. Evaluation findings serve as a basis for policy decisions regarding program development in subsequent academic years, including expanding activity types, improving mentor quality, and

strengthening supporting facilities. This indicates that the talent program is managed dynamically and adaptively in response to students' developmental needs (Kurniawan, Lilik Sabdaningtyas, 2022).

Overall, the evaluation of the talent program demonstrates that its implementation significantly contributes to supporting students' multiple intelligences development. The program functions as a strategic educational innovation that optimizes students' potential in a balanced manner across academic, skill-based, and character dimensions. Therefore, this study affirms that the talent program represents an effective model for holistic and student-centered education aimed at nurturing each learner's unique intellectual potential (Kurniawan, Lilik Sabdaningtyas, 2022).

D. Conclusion

Based on the research findings, it can be concluded that the implementation of the talent program at SMP Muhammadiyah 8 Jakarta plays a significant role in supporting the development of students' multiple intelligences. The program is systematically planned through comprehensive needs analysis, interest and talent mapping, and integration with

the school curriculum. This structured planning ensures that the program is aligned with students' diverse potentials and provides a strong foundation for holistic educational development.

The implementation of the talent program is carried out through both intracurricular and extracurricular activities that apply differentiated learning strategies and diverse talent-based programs. Through continuous teacher mentorship and varied learning experiences, students are given opportunities to explore and actualize their dominant intelligences. As a result, the program contributes to increased learning motivation, creativity, collaboration, self-confidence, and active participation in school activities, reflecting the practical application of multiple intelligences theory in educational practice.

Furthermore, the evaluation of the talent program demonstrates that it has a positive and measurable impact on students' cognitive, affective, and psychomotor development. Periodic assessments using observation, portfolios, and performance reports enable the school to monitor students' progress and continuously refine the program. Overall, the talent program serves as an effective and sustainable educational innovation that fosters holistic, student-centered learning and optimizes each learner's unique intellectual potential.

DAFTAR PUSTAKA

- Ahmad Zamakhsyari, D. (2023). Implementation of Multiple Intelligences Learning Strategy in Islamic Religious Education Moderation at SMK Al-Biruni Babakan Ciwaringin Cirebon. *Dumasa: Journal of Islamic Education*, 1(2).
- Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. ASCD.
- Chatib, M. (2010). *Human School: A School Based on Multiple Intelligences in Indonesia*. Kaifa.
- Difa'ul Husna, dan O. P. (2024). PAI Learning Based on Multiple Intelligences. *Journal Al-MUta'aliyah*, 4(2).
- Fuji Zakiyatul Fikriyah, dan J. A. A. (2018). Applying the Multiple Intelligences Concept to Islamic Religious Education Learning. *IQ: Journal of Islamic Education*, 1(2), 220–244.
- Gardner, H. (2011). *Frames of Mind: the Theory of Multiple Intelligences*. Basic Book.
- Handal Pratama Putra, dan M. H. D. (2022). Application of Howard Gardner's Multiple Intelligences Theory in Islamic Education Learning. *Journal of Madania*, 12(2), 95–113.
- Handayani, I. P. (2024). Exploring PAI Learning Based on Multiple Intelligences in the Merdeka Belajar Curriculum: A Library Research. *Tarbawi: Indonesian Journal of Islamic Education*, 11(2), 159–174.
- Hermawan, I. (2010). The Role of Trus Based Active Participation as a Learning Mediation Concept for Leveraging the Impact of Information Technology on Creative Performance. *Diponegoro University Journal*.
- Heryanto, A. P. and. (2013). "Analysis of Electronic Book Utilization (E-Book) by Pemustaka in Library SMAN 1 Semarang." *Journal of Library Science*, 2(2).
- Kurniawan, Lilik Sabdaningtyas, and S. (2022). Development of an Authentic Assesment Intrument for Social Attitudes Based on the 2013 Curriculum for Elementary Schools. *Pedagogi: Journal of Elementary Education*.
- Rahayu, E. al. (2024). Problem Based Learning Model in Science Education: the Topic of Interdependence Between Living Organisms and Their Environment. *Journal of Tambusai Education*, 8(2).
- Ratu Humaira, dan M. S. P. (2025). Implementation of PAI Learning Based on Multiple Intelligences at SDIT Buaahati Binjau. *EDU SOCIETY: Journal of Education, Social Sciences and Community Service*, 5(2).
- Redy Eka Yudesthira, dkk. (2023). Development of Islamic Religious Education Curriculum Based on Multiple Intelligence. *Journal of Islamic Education*, 12(4).
- Sofi Fauziah, et. a. (2025). Improving Teacher Pedagogical and Professional Competence through Lesson Study-Based Training in Elementary Schools. *Journal of Innovation Research and Knowledge*, 4(12).
- Sugiyono. (2018). *Qualitative Research Method*. Alfabeta.