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Optimizing Multiple Intelligences of Madrasah Aliyah (MA) Students in Parepare City

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Abstract

This study focuses on optimizing students' potential at the State Islamic Senior High School in Parepare City. This research employs a mixed-method approach, combining quantitative and qualitative research to understand the research problem better. The research design used is the Sequential Explanatory Design. Quantitative data is analyzed using SPSS version 22 and SEMPls. The study results reveal that multiple intelligences, including verbal intelligence, mathematical intelligence, visual intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence, affect students' preferred subjects. This is indicated by the significance values of each variable, which are sig. < 0.05. Regarding extracurricular activities they influence verbal, logical/mathematical, kinesthetic, interpersonal, and naturalistic intelligence. However, musical and intrapersonal intelligence have no significant influence on the chosen extracurricular activities. The efforts to optimize multiple intelligences in developing students' potential begin with interviews and tests. However, the school has yet to direct students according to their specific multiple intelligences maximally.

Keywords: Kecerdasan Ganda, Potensi Diri, Mata Pelajaran, Ekstrakurikuler

Optimalisasi Kecerdasan Ganda Siswa Madrasah Aliyah (MA) di Kota Parepare

Abstrak

Penelitian ini berfokus pada optimalisasi potensi siswa di MAN di Kota Parepare. Penelitian ini menggunakan pendekatan metode campuran, menggabungkan penelitian kuantitatif dan kualitatif untuk memahami masalah penelitian dengan lebih baik. Desain penelitian yang digunakan adalah Desain Penjelasan Sekuensial. Data kuantitatif dianalisis menggunakan SPSS versi 22 dan SEMPls. Hasil penelitian mengungkapkan bahwa kecerdasan majemuk, termasuk kecerdasan verbal, kecerdasan matematika, kecerdasan visual, kecerdasan kinestetik, kecerdasan musik, kecerdasan interpersonal, kecerdasan intrapersonal, kecerdasan naturalistik, dan kecerdasan eksistensial, mempengaruhi mata pelajaran yang disukai siswa. Hal ini ditunjukkan oleh nilai signifikansi setiap variabel, yaitu sig. < 0,05. Mengenai kegiatan ekstrakurikuler, mereka memengaruhi kecerdasan verbal, logis/matematis, kinestetik, interpersonal, dan naturalistik. Namun, kecerdasan musik dan intrapersonal tidak memiliki pengaruh yang signifikan pada kegiatan ekstrakurikuler yang dipilih. Upaya mengoptimalkan kecerdasan majemuk dalam mengembangkan potensi siswa dimulai dengan wawancara dan tes. Namun, sekolah belum mengarahkan siswa sesuai dengan kecerdasan majemuk spesifik mereka secara maksimal.

Kata kunci: Kecerdasan Ganda, Potensi Diri, Mata Pelajaran, Ekstrakurikuler

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A. Introduction

Education is a process of maturation, personality development, and humanization. The educational process is a learning process through the interaction between educators and students. Educators play an active role as teachers, educators, motivators, organizers, classroom managers, facilitators, mediators, demonstrators, motivators, inspirers, informants, creators of a conducive learning atmosphere, initiators, culminators, and evaluators. An educator has full authority to nurture competent individuals. This can be achieved when they design learning that aligns with the student's potential. Students are in a psychological and physical growth phase, a focal point in the learning activities, from primary to secondary and higher education.

From birth, humans carry potential, known as "fitrah." The Prophet Muhammad (peace be upon him) said: "No one is born except on the fitrah..." (HR Bukhari)[1] (*This means that every child is born in a state of fitrah).* According to M. Arifin, fitrah is the potential of human intellectual abilities, where intelligence is at the core of its development.[2] Likewise, according to Al-Qurtubi, as quoted by Prof. Dr. Abdul Mujib, fitrah means 1) purity, 2) the potential to embrace Islam, 3) the oneness of God and faith, 4) safety and steadfastness, 5) sincerity, 6) a tendency to accept and do what is right, 7) the fundamental strength to serve Allah, 8) determination in facing human experiences, it can be happiness or hardship. [3].

Emotional Quotient, as per Daniel Goleman's perspective, is a person's capacity to motivate themselves to control themselves from negative behaviors that can hinder their thinking ability, for example, frustration, stress, hedonism, and to be able to manifest good behavior by always showing empathy and prayer.[4] This intelligence gives birth to a person's ability to understand themselves and others.

Danah Zohar and Ian Marshall argue that a Spiritual Question is the intelligence of the ability to confront and solve problems related to meaning and

[1] Ibnu Hajar al Asqalani, *Fathul Bari (Penjelasa Kitab Shahih Bukhari)* (Jakarta: Pustaka Azzam, 2008).
[2] M. Arifin, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 1989).
[3] A. Mudzakkir, *Ilmu Pendidikan Islam* (Jakarta: Prenada Media, 2010).
[4] Daniel Goleman, *Emotional Intelligence*, ed. T. Hermaya, 7th ed. (Jakarta: Gramedia Putaka Utama, 2007).

values.[5] Ary Ginanjar introduced the concept of Emotional and Spiritual Quotient (ESQ), which is a synergy between Emotional Question (EQ) and Spiritual Quotient (SQ). It aims to devise better ways to attain genuine and authentic knowledge. [6] *Emotional Spiritual Quotient (ESQ) is an effort to develop emotional intelligence, manifesting resilience, optimism, initiative, and adaptability.*[7]

The various concepts of intelligence mentioned above, such as EQ, SQ, and ESQ, serve as the primary assets for an individual in their self-development, which also applies to students. Self-development cannot be achieved individually but requires the involvement of others, especially educational institutions. Developing these intelligences can produce students with optimal intelligence, supported by the creation of competent human resources.

The challenges of Islamic education in the era of the 4.0 industrial revolution and the 5.0 civil society era can produce individuals with creativity and innovation, enabling them to compete globally. People will become more creative, conduct experiments frequently, and generate ideas. Usually, the design of higher-quality educational institutions in the development of Islamic education is necessary for the future"[8]. The realization of students as expected requires a madrasah management system that focuses on improving faith, piety towards Allah, and noble character.

The potential is the ability possessed by an individual and has the possibility of being developed and actual.[9] Self-potential is the physical and mental ability and strength an individual possesses and has the potential to be developed when trained and supported with the right resources. Likewise, one opinion states that self-potential is the latent ability within an individual, and every individual has it.[10]

Developing students' potential is a significant educational effort, even becoming the essence of educational endeavors. According to Frank Goble, almost

[5] Danah Zohar dan Ian Marshall, *SQ: Spriritual Intelligence-The Ultimate Intelligence* (Bandung: PT. Mizan Pustaka, 2007).
[6] Ari Ginanjar Agustian, *ESQ Berdasarkan 6 Rukun Iman Dan 5 Rukun Islam* (Jakarta: Arga, 2001).
[7] Ari Ginanjar Agustian.
[8] Abd. Halim Soebahar, *Matriks Pendidikan Islam*, II (Yogyakarta: Pustaka Marwa, 2009).
[9] Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 2006).
[10] L. J. S. A Simarmata, R Ernawati, and R Gunawan, "Hubungan Antara Pemberian Bimbingan Karier Dengan Pengembangan Potensi Peserta Didik Di SMA Cahaya Sakti Jakarta Timur," *Jurnal Selaras Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan* 3, no. 1 (2020): 27–44, http://ejournal.uki.ac.id/index.php/sel/article/view/2611.

all studies on human potential are based on William James's view that most people, physically, intellectually, and morally, live within their minimal potential. Humans have sources of life, but so far, they have never thought about using them.[11] To ensure that the educational process runs smoothly and procedures have the best results, students must be assisted in overcoming their problems while helping them develop their potential to the fullest[12].

Howard Gardner, the proponent of the Multiple Intelligences theory, believes that intelligence is an individual's potential to solve various problems encountered in life and produce services that can be applied in various life domains [13]. This intelligence is known as the nine multiple intelligences, which are as follows:

1. Verbal-Linguistic Intelligence: Individuals with this intelligence can develop language skills, enjoy writing, reading, public speaking, have a sense of humor, and can provide clear and sound arguments. According to Thomas Armstrong, linguistic intelligence is the ability to use words effectively, dominating at least 2/3 of learning activities in the form of reading and writing.[14]
2. Logical-Mathematical Intelligence: If a student is interested in exact sciences such as mathematics, physics, chemistry, and has a logical way of thinking to understand various patterns, like thought patterns, visual patterns, formulas, and color patterns. According to Gagne in Paul Suparno, mathematical intelligence is the ability related to the effective use of numbers and logic.[15]
3. Spatial-Visual Intelligence: Developing interests and talents in art and drawing. When this intelligence is sharpened correctly, it will produce successful students in the fields of design, cartoonists, and architects. Gardner, as quoted by Agus Efendi, states that visual intelligence is the ability to provide images and the ability to transform the visual-spatial world, including the ability to create

[11] Frank G. Goble, *The Third, The Psychology of Abraham Maslow*, ed. A. Supratiknya (Yogyakarta: Kanisisus, n.d.).
[12] Prayitno dan Erman Amti, *Dasar-Dasar Bimbingan Dan Konseling* (Jakarta: Rineka Cipta, 1994).
[13] dkk Ratna Megawangi, *Pendidikan Yang Patut Dan Menyenangkan* (Bogor: HF, 2007).
[14] Thomas. Armstrong, *Setiap Anak Cerdas: Panduan Membantu Anak Belajar Dengan Memanfaatkan Multiple Intelligence-Nya* (Jakarta: Gramedia Putaka Utama, 2005).
[15] Paul Suparno, *Teori Inteligensi Ganda Dan Aplikasinya Di Sekolah: Cara Menerapkan Teori Multiple Intelligences Howard Gardner* (Yogyakarta: Kanisius, 2008).

graphic representations, think in three dimensions, and recreate the visual world.[16]

4. Kinesthetic-Bodily Intelligence: This can be seen in a child's enjoyment of using their physical abilities for activities. A child who enjoys sports, physical exercise, and other physical activities essentially demonstrates bodily-kinesthetic intelligence. This ability generally refers to psychomotor skills that combine mental performance with physical responses. This intelligence allows a connection between mental activities and bodily actions, such as dancing, martial arts, and sports.[17]
5. Musical Intelligence: A child who enjoys playing music, has an inclination for musical fields, easily understands melodies, notes, and can even play musical instruments shows that they possess musical intelligence. Musical intelligence can be interpreted as the ability to think about and digest music to be able to understand patterns, recognize them, and possibly change compositions or manipulate them. [18]
6. Intrapersonal Intelligence: A child will have the ability to understand themselves and their potential. They exhibit wisdom, are skilled at planning, adept at decision-making, and self-controlled, resulting in good behavior. Its core component is the ability to accurately understand oneself, including one's strengths and limitations, emotional intelligence, intention, motivation, temperament, desires, self-discipline, self-understanding, and self-appreciation.[19]
7. Interpersonal Intelligence: When a child has good social interactions, can understand others, cooperates well, is empathetic, and enjoys helping, it results from their interpersonal intelligence.

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[16] Agus Efendi, *Revolusi Kecerdasan Abad 21: Kritik MI, EI, SQ, AQ, Dan Successful Intelligence Atas IQ* (Bandung: Alfabeta, 2005).
[17] Ummul Azis, D. K., & Musyayadah, "Impelementasi Kecerdasan Kinestetik Pada Kegiatan Ekstrkurikuler Bola Voli," *AR-RIAYAH:Jurnal Pendidikan Dasar* 3 (2019): 1–14.
[18] Dike Febriana and Ali Sofyan, "Analisis Pengembangan Bakat Terhadap Kecerdasan Musikal Dalam Animasi ' Bing Bunny : Moment Musikal ,'" *JIMR : Journal Of International Multidisciplinary Research*, 2022, 21–28.
[19] Cut Maitrianti, "Hubungan Antara Kecerdasan Intrapersonal Dengan Kecerdasan Emosional," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 11, no. 2 (2021): 291–305.

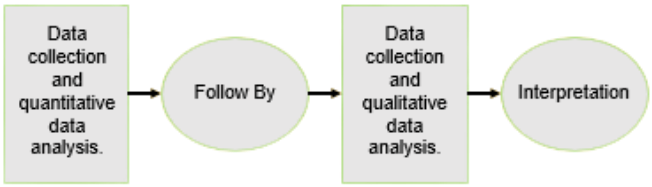
8. Naturalist Intelligence: This can be seen in a child's interest in collecting rocks and caring for plants, animals, and natural objects. It is not just about nurturing but also learning about them. Children with this intelligence are also inclined to study subjects such as biology, zoology, and other natural sciences.[20]
9. Existential Intelligence: The ability to position oneself as a being with a meaningful life. It is understanding the existence of one's being in the universe and giving meaning to life after life, with the understanding that after this life, there is death. [21]

When born into the world, these nine intelligences are an asset a child possesses. This should concern educators and parents: the actual direction of a child's intelligence potential. If this is not addressed, it will impact giving birth to a generation whose activities do not align with their interests and potential.

B. Research Method

This research is a mixed-method study that combines quantitative and qualitative research methods. The combination of quantitative and qualitative approaches provides a better understanding of the research problem than using only one research type. [22]

The research design used is an Explanatory Sequential Design.[23] The research process begins with the collection and analysis of quantitative data, which takes precedence in addressing the study's research questions, as outlined in the following scheme:



[20] Mindy L. Kornhaber, "The Theory of Multiple Intelligences," *The Cambridge Handbook of Intelligence*, 2019, 659–78, https://doi.org/10.1017/9781108770422.028.
[21] "Intelligence Reframed: Multiple Intelligences for the 21st Century - Howard E Gardner - Google Buku."
[22] Vicki L Creswell, John W., Plano Clark, *Designing and Conducting Mixed Methods Research* (India: SAGE Publications, 2018).
[23] Creswell, John W., Plano Clark.

Based on the above figure, it shows that this study was carried out in two phases. The first phase began with collecting quantitative data through intelligence tests based on multiple intelligences. Then, the test results were analyzed with several variables, including subject interests and extracurricular activity interests. In the second phase, the researcher provided an interpretation or reinforced the results of quantitative data analysis by conducting interviews to obtain information about stakeholders' concrete steps in optimizing the students' multiple intelligences.

This research examines two main topics: 1) The potential of students in this study refers to their abilities based on intelligence test results, based on the nine multiple intelligences according to Howard. The student's potential is also the first variable in quantitative data processing. The second variable consists of data regarding the students' favorite subjects and their chosen or participated extracurricular activities. 2) The optimization of Multiple Intelligences in developing students' potential is a program carried out by stakeholders and teachers to maximize students' potential. This program includes program planning, implementation, and evaluation.

The research data comprises two types: quantitative and qualitative data. Data collection techniques include observation, in-depth interviews (in-depth interviews), and documentation. The primary instrument in this research is the researchers themselves, following the characteristics of qualitative research with a natural setting to maintain a distance between the researcher and the informants, allowing for the diversity of information to be obtained from key informants as primary data sources and from secondary data.

The technique of quantitative data analysis involves the process of categorizing data according to variables and types of respondents. Data processing is performed using data processing tools, namely Statistical Product Service Solution (SPSS) version 22 and SmartPLS software. The use of these applications facilitates data processing. This study examines 11 variables, namely Verbal or Linguistic Intelligence (VER), Logical or Mathematical Intelligence (LM), Visual or Spatial Intelligence (VS), Kinesthetic Intelligence (KI), Musical Intelligence (MI),

Interpersonal Intelligence (II), Intrapersonal Intelligence (INI), Naturalistic Intelligence (NI), Existential Intelligence (EI), Preferred Subjects (PS), and Extracurricular Activities (EA). There are 18 hypotheses in this research, such as H1 = VER significantly influences PS, H2 = LM significantly influences PS, H3 = VS significantly influences PS, H4 = KI significantly influences PS, and so on for the other variables and their influence on both Preferred Subjects (PS) and Extracurricular Activities (EA).

Qualitative Data Analysis Techniques: The application of qualitative data analysis techniques, as cited by Sugiyono, according to Miles and Huberman, involves three methods: data reduction, data presentation, and concluding/verification.[24] Data reduction is simplifying, abstracting, and transforming field notes. *Reduction* is an ongoing activity that includes summarizing, coding, grouping, and categorizing.

C. Research Results and Discussion

a) The Students of Madrasah Aliyah Potential in Parepare City Based on Multiple Intelligences

As an educational institution, a madrasah not only imparts knowledge to its students but also carries the responsibility of shaping them into individuals capable of facing future challenges. One way to achieve this is by uncovering the potential within the students.

Students have different interests and talents that must be discovered and developed as early as possible. To discover students' potential at Madrasah Aliyah Negeri in Parepare City, tests are conducted based on multiple intelligences. The test results can be seen in the following table:

[24] Sugiyono.

Table 1: Student's potential based on the results of the Multiple Intelligence Test

NO	MULTIPLE INTELLIGENCES	F	%
1	Existential Intelligence	84	59.26
2	Naturalist Intelligence	25	17.28
3	Kinesthetic Intelligence	10	6.79
4	Intrapersonal Intelligence	6	4.32
5	Interpersonal Intelligence	7	4.91
6	Verbal Or Linguistic Intelligence	2	1.23
7	Musical Intelligence	8	5.56
8	Logical Or Mathematical Intelligence	0	0.00
9	Visual Or Spatial Intelligence	1	0.62
Total		143	100

Based on the table above, 59.26% of students possess existential intelligence. Existential intelligence is the potential of students to understand the meaning of life, enabling them to face the realities of life. Existential intelligence shows that the belief in one's existence as a creation of Allah, supported by the understanding that humans will face death, encourages them to do good throughout their lives. They hold an attitude of humility, calmness, and patience in facing life, and all efforts are made with the faith that Allah ultimately determines the outcome. Belief in themselves as creations of Allah becomes the primary driving force for their activities. They know that their existence on this earth is as creations of Allah, and in the end, they will return to Him.

Naturalistic intelligence is the second primary intelligence possessed by MA students in Parepare City, accounting for 17.28%. This intelligence reflects a student's potential for a love of the environment, manifested in their enjoyment of tending to plants, maintaining cleanliness, and visiting natural places. Naturalistic intelligence has an impact on the students' attitudes. They take pleasure in visiting natural places to enjoy the beauty of nature (10.61%). Similarly, regarding pets, students feel sadness when they witness someone mistreating or neglecting animals (10.44%). Likewise, when they see litter scattered around, they join others in cleaning up. Kinesthetic intelligence is the third central intelligence possessed by the students, accounting for 6.79% out of

143 respondents. This intelligence influences the students' ability to use their physical skills for activities like sports and others. Musical intelligence is the fourth central intelligence possessed by the students of Madrasah Aliyah. Meanwhile, other intelligences, such as intrapersonal, interpersonal, verbal/linguistic, visual, and logical/mathematical, are below 5%.

The three data points indicate that in terms of students' potential, there are three dominant intelligences: existential intelligence, naturalist intelligence, and intrapersonal intelligence. However, a correlation test and multiple regression analysis will be conducted for a more in-depth analysis. In addition, information will also be collected regarding the favorite subjects of students at MAN in Parepare. The following table is a tabulation of the questionnaire about the most preferred subjects. Respondents only chose one of the subjects provided.

Table 2: Preferred Subjects

NO	SUBJECT	Frequency	Percent
1	SCIENCE	31	21.7
2	RELIGIOUS EDUCATION	18	12.6
3	INDONESIAN LANGUAGE	18	12.6
4	ARTS AND CULTURE	17	11.9
5	SPORTS	14	9.8
6	ARABIC LANGUAGE	13	9.1
7	ENGLISH LANGUAGE	13	9.1
8	HISTORY	9	6.3
9	MATHEMATICS	5	3.5
10	GRAPHIC DESIGN	5	3.5
Total		143	100.0

The table above shows that the favorite subjects among the students were Science with 21.7% of the respondents, followed by subjects in the cluster of Islamic Religious Education and Indonesian Language with 12.6%, and Arts and Culture with 11.9%. The remaining students' interests in subjects are below 10%, such as Physical Education at 9.8%, English at 9.1%, History at 6.3%, Mathematics and graphic design at 3.5%.

Students' activities in the madrasah are not limited to formal routines but are also supported by extracurricular activities. These extracurricular activities are expected to help students explore their potential based on their interests and talents. To see the distribution of extracurricular activities chosen by students, as shown in the table below:

Table 3: Selected Extracurricular Activities

NO	EXTRACURRICULAR	Frequency	Percent
1	SCOUT	33	23.1
2	SPORTS CLUB	30	21.0
3	NATURE LOVER	29	20.3
4	INDONESIAN RED CROSS YOUTH	29	20.3
5	ARTS AND CULTURE CLUB	22	15.4
Total		143	100.0

The table above illustrates five extracurricular activities that are the choices. Scout activities dominate the students' choices at approximately 23.1%. The second dominance is in sports at 21%, Nature Lovers at 20.3%, and Youth Red Cross at 20.3%, becoming the third dominating choice of students' extracurricular activities.

Based on the abovementioned aspects, further analysis will examine the relationship and influence between multiple intelligences, preferred subjects, and selected extracurricular activities. This analysis is necessary to understand the connection between the student's potential and the activities carried out in the school environment.

b) The Influence of Multiple Intelligences on Students with Preferred Subjects

To enhance the data analysis, a multiple regression analysis test was conducted. This analysis was performed to answer the research hypothesis partially. The output data results were obtained using SPSS. In the model summary for multiple intelligences data with the dependent variable "preferred subjects," the output is as follows:

Table 4: Results of Model Summary Data Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873[a]	.763	.747	1.629

a. Predictors: (Constant), Kecerdasan Eksistensial, Kecerdasan Musikal, Kecerdasan Visual atau Spasial, Kecerdasan Interpersonal, Kecerdasan Kinestetik, Kecerdasan Naturalis, Kecerdasan Logis atau Matematis, Kecerdasan Intrapersonal, Kecerdasan Verbal atau Linguistik

b. Dependent Variable: MATA PELAJARAN YANG DISUKAI

The summary model above shows that the R Square value is 0.763, which means that the multiple intelligences variable can explain 76.3% of the preferred subjects, while other factors explain the remaining 23.7%.

Table 5: SPSS Output Results from ANOVA Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1135.553	9	126.173	47.530	.000[b]
	Residual	353.063	133	2.655		
	Total	1488.615	142			

a. Dependent Variable: MATA PELAJARAN YANG DISUKAI

b. Predictors: (Constant), Kecerdasan Intrapersonal, Kecerdasan Interpersonal, Kecerdasan Naturalis, Kecerdasan Musikal, Kecerdasan Visual atau Spasial, Kecerdasan Eksistensial, Kecerdasan Kinestetik, Kecerdasan Logis atau Matematis, Kecerdasan Verbal atau Linguistik

Based on the ANOVA (F) test, the obtained F value is 47.530 with a significance level of 0.000. Since the probability of 0.000 is less than 0.05, the regression model can be used to predict the subjects favored by students, or it can be said that the nine multiple intelligences together influence the subjects favored by students.

Table 6: SPSS Output Results of Coefficients Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.980	1.628		9.815	.000
	Kecerdasan Verbal atau Linguistik	-.139	.055	-.187	-2.545	.012
	Kecerdasan Logis atau Matematis	-.203	.043	-.313	-4.733	.000
	Kecerdasan Visual atau Spasial	.154	.046	.196	3.362	.001
	Kecerdasan Kinestetik	-.251	.042	-.393	-6.007	.000
	Kecerdasan Musikal	.173	.029	.343	6.005	.000
	Kecerdasan Interpersonal	.245	.038	.391	6.474	.000
	Kecerdasan Intrapersonal	-.231	.049	-.337	-4.690	.000
	Kecerdasan Naturalis	.327	.049	.405	6.718	.000
	Kecerdasan Eksistensial	-.315	.045	-.432	-7.028	.000

a. Dependent Variable: MATA PELAJARAN YANG DISUKAI

Based on the data analysis above, a partial regression analysis was conducted to determine whether the multiple intelligence variables (X1 to X9) partially influence the Preferred Subjects (Y1) based on the significance value and the comparison of the t-value with the t- table.

The analysis of the influence of Verbal Intelligence (X1) on Preferred Subjects revealed a significance value of 0.012 < 0.05. There is an influence of verbal intelligence on the chosen subject. Similarly, when comparing the t-value with the t-table, a t-value of 2.545 was obtained, more significant than the t-table

value of 1.976 at df 142, indicating an influence of logical/mathematical intelligence on the students' preferred subjects.

The analysis of the influence of Logical/Mathematical Intelligence (X2) on Preferred Subjects showed a significant value of 0.000 < 0.05. It can be concluded that there is an influence of logical/mathematical intelligence on the subject chosen. Similarly, when comparing the t-value with the t-table, a t-value of 4.733 was obtained, more significant than the t-table value of 1.976 at df 142, indicating an influence of logical/mathematical intelligence on the students' preferred subjects.

The analysis of the influence of Visual Intelligence (X3) on Preferred Subjects showed a significant value of 0.001 < 0.05. It can be concluded that there is an influence of visual intelligence on the chosen subject. Similarly, when comparing the t-value with the t-table, a t-value of 3.362 was obtained, more significant than the t-table value of 1.976 at df 142, indicating an influence of visual intelligence on the students' preferred subjects.

The analysis of the influence of Kinesthetic Intelligence (X4) on Preferred Subjects showed a significant value of 0.000 < 0.05. It can be concluded that there is an influence of kinesthetic intelligence on the chosen subject. Similarly, when comparing the t-value with the t-table, a t-value of -6.007 was obtained, more significant than the t-table value of 1.976 at df 142, indicating an influence of kinesthetic intelligence on the students' preferred subjects .

The analysis of the influence of Musical Intelligence (X5) on Preferred Subjects showed a significant value of 0.000 < 0.05. It can be concluded that there is an influence of musical intelligence on the chosen subject. Similarly, when comparing the t-value with the t-table, a t-value of 6.005 was obtained, which is greater than the t-table value of 1.976 at df 142, indicating an influence of musical intelligence on the students' preferred subjects .

Analysis of the influence of Interpersonal Intelligence (X6) on Preferred Subjects (Y1) yielded a significance value of 0.000 < 0.05. Thus, there is an influence of interpersonal intelligence on the preferred subjects. Similarly, when comparing the t-value with the t-table, a t-value of 6.474 > t-table 1.976 at df 142

indicates that interpersonal intelligence influences the students' preferred subjects.

Analysis of the influence of Intrapersonal Intelligence (X7) on Preferred Subjects (Y1) yielded a significance value of 0.000 < 0.05. Thus, it can be concluded that there is an influence of intrapersonal intelligence on the preferred subjects. Similarly, when comparing the t-value with the t-table, a t-value of -4.690 > t-table 1.976 at df 142 indicates that intrapersonal intelligence influences the students' preferred subjects.

Analysis of the influence of Naturalist Intelligence (X8) on Preferred Subjects (Y1) yielded a significant value of 0.000 < 0.05. Thus, it can be concluded that there is an influence of naturalist intelligence on the preferred subjects. Similarly, when comparing the t-value with the t-table, a t-value of 6.718 > t-table 1.976 at df 142 indicates that naturalist intelligence influences the students' preferred subjects.

Analysis of the influence of Existential Intelligence (X9) on Preferred Subjects (Y1) yielded a significance value of 0.000 < 0.05. Thus, it can be concluded that there is an influence of existential intelligence on the preferred subjects. Similarly, when comparing the t-value with the t-table, a t-value of -7.028 > t-table 1.976 at df 142 indicates that existential intelligence influences the students' preferred subjects.

Based on the analysis above, it can be concluded that the nine intelligences that influence the preferred subjects are as follows: Verbal Intelligence (X1) with a significance value of 0.012, Logical/Mathematical Intelligence (X2) with a significance value of 0.000, Visual Intelligence (X3) with a significance value of 0.00, Kinesthetic Intelligence (X4) with a significance value of 0.000, Musical Intelligence (X5) with a significance value of 0.000, Interpersonal Intelligence (X6) with a significance value of 0.000, Intrapersonal Intelligence (X7) with a significance value of 0.000, Naturalist Intelligence (X8) with a significance value of 0.000, and Existential Intelligence (X9) with a significance value of 0.000.

When related to the preferred subjects, students' preferences for specific subjects are influenced by the multiple intelligences they possess. For example, when students are interested in languages such as Arabic, English, or Indonesian,

it is influenced by verbal-linguistic intelligence. Similarly, when they are interested in science and mathematics subjects, it is influenced by logical-mathematical intelligence. If students possess visual intelligence, they are inclined to like graphic design and art.

c) Influence of Multiple Intelligences of Students on Chosen Extracurricular Activities

In the summary model above, the R-Square value is 0.509, which means that the multiple intelligences variable can explain 50.9% of the chosen extracurricular activities, while other factors explain the remaining 49.1%.

From the ANOVA (F-test) analysis, an F-value of 15.292 was obtained with a significance level of 0.000. Since the probability is 0.000 < 0.05, the regression model can be used to predict the extracurricular activities chosen by students. In other words, the nine multiple intelligences collectively influence the extracurricular activities chosen by students.

Based on the data analysis, further partial regression analysis was conducted to determine whether the variable of multiple intelligences (X) partially impacts the chosen extracurricular activities (Y2) based on the significance value and the comparison of the t-value with the t-table .

Analysis of the influence of Verbal Intelligence (X1) on the chosen extracurricular activities resulted in a significance value of 0.004 < 0.05, and it can be concluded that verbal intelligence influences the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of 2.919 > t-table 1.976 at df 142 indicates that verbal intelligence influences students' chosen extracurricular activities.

Analysis of the influence of Logical/Mathematical Intelligence (X2) on the chosen extracurricular activities resulted in a significance value of 0.000 < 0.05, and it can be concluded that there is an influence of logical/mathematical intelligence on the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of 3.743 > t-table 1.976 at df 142 indicates that logical/mathematical intelligence influences students' chosen extracurricular activities.

Analysis of the influence of Kinesthetic Intelligence (X4) on the chosen extracurricular activities resulted in a significance value of 0.001 < 0.05, and it can be concluded that kinesthetic intelligence influences the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of -3.313 > t-table 1.976 at df 142 indicates that kinesthetic intelligence influences students' chosen extracurricular activities.

Analysis of the influence of Musical Intelligence (X5) on the chosen extracurricular activities resulted in a significance value of 0.150 > 0.05, and it can be concluded that musical intelligence has no influence on the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of 1.447 < t-table 1.976 at df 142 indicates that there is no influence of musical intelligence on the chosen extracurricular activities of students.

Analysis of the influence of Interpersonal Intelligence (X6) on the chosen extracurricular activities resulted in a significance value of 0.000 < 0.05, and it can be concluded that interpersonal intelligence influences the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of 4.495 > t-table 1.976 at df 142 indicates that interpersonal intelligence influences students' chosen extracurricular activities.

Analysis of the influence of Intrapersonal Intelligence (X7) on the chosen extracurricular activities resulted in a significance value of 0.239 > 0.05, and it can be concluded that there is no influence of intrapersonal intelligence on the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of 1.182 < t-table 1.976 at df 142 indicates that there is no influence of intrapersonal intelligence on the chosen extracurricular activities of students.

Analysis of the influence of Naturalist Intelligence (X8) on the chosen extracurricular activities resulted in a significance value of 0.002 < 0.05, and it can be concluded that there is an influence of naturalist intelligence on the chosen extracurricular activities. Similarly, when comparing the t-value with the t-table, a t-value of 3.204 > t-table 1.976 at df 142 indicates that naturalist intelligence influences students' chosen extracurricular activities.

Analysis of the influence of Existential Intelligence (X9) on the chosen extracurricular activities resulted in a significance value of 0.006 > 0.05, and it can be concluded that existential intelligence has no influence on the chosen extracurricular activities. However, when comparing the t-value with the t-table, a t-value of 2.807 > t-table 1.976 at df 142 indicates that existential intelligence influences students' chosen extracurricular activities.

d) Efforts to Optimize Multiple Intelligences in Student Potential Development

Madrasah Aliyah, as a formal educational institution in secondary education, has one of its functions in developing students' potential. The development of students' potential begins with the programs conducted by the madrasah. Regarding the programs implemented at the beginning of the academic year, the Head of MAN 1 Parepare expressed in an interview that to identify the students' potential, both oral and written tests were conducted to understand their interests and potential at an early stage. (Interview, Head of MAN 1)

Similarly, as mentioned by the Head of MAN 2, to understand the students' potential early on, holistic interviews were conducted related to their data. This personal data includes, among other things, individual and family identity, medical history, hobbies and preferences, interests, extracurricular activities they have previously participated in, extracurricular activities they enjoy the most, achievements they have attained, and the extracurricular activities they chose at MAN 2. (Interview, Head of MAN 2)

Both statements above explain that every new student in each academic year undergoes an initial interview before engaging in learning activities. This interview aims to identify the student's interests and talents. In addition to interests and skills, questions about their family background and medical history are asked. This information is considered, especially when students engage in extracurricular activities at school.

After understanding the students' potential, the school guides them to participate in activities based on their talents, as further explained by the Head of MAN 1 Parepare. Similarly, the Head of MAN 2 Parepare states that the results

of the interviews serve as a basis for developing students' potential through extracurricular activities and instructional development.

The program activities are conducted to explore students' potential through interviews, followed by guiding them according to their interests and talents, and also receive support from subject teachers. One of the subject teachers at MAN 2 acknowledges that diagnostic assessments are conducted to obtain information about learning styles and personalities for differentiated teaching to identify the preferred learning style. Furthermore, regarding students' extracurricular activities, students are given the freedom to choose activities according to their talents.

Similarly, the Aqidah Akhlak (Faith and Morality) teacher at MAN 1 mentioned that in the learning process, students are asked to read the material and then explain what they understand based on the fabric. Also, students are guided to participate in various cheerful activities when choosing extracurricular activities.

D. Conclusion

1. The potential of Madrasah Aliyah students in Parepare City, based on the multiple intelligences they possess, concerning their preferred subjects, includes Science subjects at 21.7%, Islamic Religious Education and Indonesian Language subjects at 12.6%, and Cultural Arts subjects at 11.9%. Similarly, their extracurricular activities include Scouting at 23.1%, sports at 21%, Nature Lovers at 20.3%, and Red Cross Youth at 20.3%.
2. The multiple intelligences that influence their preferred subjects are as follows: Verbal Intelligence (X1) with a significance value of 0.012, Logical/Mathematical Intelligence (X2) with a significance value of 0.000, Visual Intelligence (X3) with a significance value of 0.00, Kinesthetic Intelligence (X4) with a significance value of 0.000, Musical Intelligence (X5) with a significance value of 0.000, Interpersonal Intelligence (X6) with a significance value of 0.000, Intrapersonal Intelligence (X7) with a significance value of 0.000, Naturalist Intelligence (X8) with a significance value of 0.000, and Existential Intelligence (X9) with a significance value of 0.000.

3. The influence of students' multiple intelligences on the extracurricular activities they choose is as follows: Verbal Intelligence (X1) with a significant value of 0.004 < 0.05, Logical/Mathematical Intelligence (X2) with a significant value of 0.000 < 0.05, Kinesthetic Intelligence (X4) with a significance value of 0.001 <0.05, interpersonal intelligence (x6) with a significance value of 0.000 <0.05, and naturalist intelligence (x8) with a significance value of 0.002 <0.05. However, Musical Intelligence (X5), with a significance value of 0.150 > 0.05, and Intrapersonal Intelligence (X7), with a significance value of 0.239 > 0.05, do not influence the extracurricular activities chosen.
4. Efforts to optimize Multiple Intelligences in developing students' potential begin with interviews, but the replacement of students' potential has not yet been done maximally, especially based on their multiple intelligences. Schools have not yet directed students maximally according to their various intelligences.

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