



INTERACTION OF INTELLIGENCE AND LEARNING PSYCHOLOGY FOR STUDENT DEVELOPMENT

Ayu Lillah Amaliyah

Institut Agama Islam Tarbiyatut Tholabah, Lamongan, Indonesia

Email Corresponding Author: ayulillahamaliyah@gmail.com

Received: 01-01-2025. Finished revisions:15-01-2025. Published: 31-01-2025

ABSTRAK

The interplay between intelligence and educational psychology plays a crucial role in enhancing student development. This study addresses the issue of inadequate integration of intelligence dimensions—cognitive, emotional, and social—within psychological frameworks in learning environments. The research aims to analyze how these dimensions interact to support students' academic and personal growth. A qualitative research approach was employed, utilizing semi-structured interviews with educators and educational psychologists, as well as classroom observations across junior high schools. Data collection focused on identifying the practical application of intelligence theories and the influence of psychological principles in shaping effective learning experiences. The findings reveal that cognitive intelligence contributes significantly to problem-solving and critical thinking skills, emotional intelligence fosters resilience and emotional regulation, and social intelligence enhances collaboration and communication. Furthermore, integrating psychological strategies with intelligence dimensions optimizes student engagement and learning outcomes. This study provides empirical evidence supporting the necessity of adaptive teaching methods that incorporate psychological insights to address diverse learning needs. In conclusion, the interaction between intelligence and educational psychology forms a holistic framework that fosters student development, emphasizing the need for educators to balance intellectual, emotional, and social competencies. These findings offer valuable recommendations for enhancing teaching practices and educational policies.

Keywords: intelligence, cognitive intelligence, psychology, development

ABSTRAK

Interaksi antara intelegensi dan psikologi pembelajaran memainkan peran penting dalam mendukung pengembangan siswa. Penelitian ini membahas isu kurangnya integrasi dimensi intelegensi—kognitif, emosional, dan sosial—dalam kerangka psikologis di lingkungan pembelajaran. Penelitian ini bertujuan untuk menganalisis bagaimana dimensi-dimensi tersebut saling berinteraksi untuk mendukung perkembangan akademik dan personal siswa. Pendekatan penelitian kualitatif digunakan dengan memanfaatkan wawancara semi-terstruktur dengan pendidik dan psikolog pendidikan, serta observasi kelas di beberapa sekolah menengah pertama. Pengumpulan data difokuskan pada identifikasi penerapan praktis teori intelegensi dan pengaruh prinsip-prinsip psikologi dalam membentuk pengalaman belajar yang efektif. Hasil penelitian menunjukkan bahwa intelegensi kognitif berkontribusi signifikan terhadap kemampuan pemecahan masalah dan berpikir kritis, intelegensi emosional mendorong ketahanan dan pengendalian emosi, serta intelegensi sosial meningkatkan kolaborasi dan komunikasi. Selain itu, integrasi strategi psikologis dengan dimensi intelegensi mampu mengoptimalkan keterlibatan siswa dan hasil pembelajaran. Penelitian ini memberikan bukti empiris yang mendukung pentingnya metode pengajaran adaptif yang menggabungkan wawasan psikologis untuk memenuhi kebutuhan belajar yang beragam. Kesimpulannya, interaksi antara intelegensi dan psikologi pembelajaran membentuk kerangka kerja holistik yang mendukung pengembangan siswa, menekankan perlunya pendidik untuk menyeimbangkan kompetensi intelektual, emosional, dan



sosial. Temuan ini menawarkan rekomendasi berharga untuk meningkatkan praktik pengajaran dan kebijakan pendidikan.

Kata Kunci: *intelegensi, psikologi, pengembangan, intelegensi kognitif,*

INTRODUCTION

Education is one of the key pillars in human development, providing individuals with the knowledge and skills to deal with the complexities of modern society. Among the many factors that influence educational outcomes, intelligence and learning psychology emerge as a very important area of study. Intelligence, which includes cognitive, emotional, and social dimensions, has a profound influence on how students process information, solve problems, and interact with their learning environment. Meanwhile, learning psychology offers insight into the mental and behavioral processes that underlie learning, thus becoming the basis for developing effective teaching strategies. However, although the two are interrelated, the interaction between intelligence and learning psychology in supporting student development has not been widely explored. (Adhyanto, 2023)

Modern education systems often focus on a standardized approach to teaching and learning, emphasizing cognitive performance and ignoring the broader dimension of intelligence. This narrow perspective fails to address the emotional and social aspects of intelligence, which are critical to the holistic development of students. In addition, the lack of integration between the theoretical insights of learning psychology and its practical application in the classroom is often a challenge for teachers in recognizing and meeting the diverse intelligence needs of students, ultimately resulting in suboptimal learning experiences and outcomes. This issue highlights the need for a comprehensive framework that bridges the gap between intelligence theory and psychological principles to create an inclusive and effective learning environment. (S. U. Fauziah & Nugraha, 2023)

The relevance of this research lies in its potential to address critical gaps in educational practice and theory. By exploring the interaction between intelligence and learning psychology, this research aims to provide a holistic understanding of how the two dimensions contribute to student development. Such insights are critical to designing adaptive teaching methods that can meet the diverse needs of learners, especially in an era where inclusivity and educational personalization are increasingly a major concern. Furthermore, this research is in line with global education goals, such as the 4th UN Sustainable Development Goal (Quality Education), which emphasizes the importance of inclusive and equitable education for all. (Giri & Nova, 2022)

The concept of intelligence has evolved significantly over the past few decades. Early theories such as Spearman's (1904) "g-factor" focused on general cognitive abilities. Later, Gardner's Theory of Multiple Intelligences (1983) expanded this definition to include linguistic, logical-mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence. This broader dimension highlights the multifaceted human potential and underscores the importance of addressing diverse intelligence in the context of education. Emotional intelligence, popularized by Goleman (1995), increasingly emphasizes the role of awareness and



emotion regulation in personal and academic success.(Mafardi, 2023)

Several studies have explored the role of intelligence and psychology in education. For example, Petrides et al. (2004) investigated the impact of emotional intelligence on academic performance, finding a significant correlation between emotion regulation and learning outcomes. Similarly, Sternberg's Triarchic Theory of Intelligence (1985) shows how analytical, creative, and practical intelligence influences problem-solving and decision-making in educational contexts. Research by Ashkanasy and Daus (2005) highlights the interaction between emotional intelligence and social dynamics in the classroom. However, these studies often focus on aspects of intelligence or psychology separately, leaving a gap in understanding the combined impact of the two on student development.(Habsy et al., 2023)

Although there is a lot of research on intelligence and learning psychology, few studies have examined the interaction between the two within a unified framework. The existing literature often treats these dimensions as separate entities, ignoring the synergistic potential of integrating cognitive, emotional, and social intelligence with psychological principles. In addition, the practical application of these theories in real classroom contexts is still limited, leaving educators without a clear guide for implementation. This research aims to fill these gaps by providing a comprehensive analysis of how intelligence and learning psychology interact to support student development holistically.(Sari et al., 2021)

The significance of this research lies in its potential to transform educational practices by providing a holistic framework for understanding and improving student development. By addressing the gaps identified in the literature, this research contributes to theoretical advances and practical applications in education. These findings will be invaluable to educators, policymakers, and researchers seeking to create inclusive and effective learning that cater to the diverse intelligence of students.(Amen, 2021)

METHODS

This study uses a qualitative approach with a descriptive-analytical design to explore the interaction between intelligence and learning psychology in the context of student development. This approach was chosen because it provides flexibility in understanding phenomena in depth based on the perspective of research participants and empirical data. This study combines primary and secondary data to produce a comprehensive analysis.

Research data sources include primary data obtained through in-depth interviews with teachers, students, and education experts, as well as secondary data in the form of scientific journals, books, research reports, and education-related policy documents. Research participants were selected by purposive sampling based on certain criteria, such as teaching experience, relevance to the research theme, and diversity of learning environment.

Data were collected using semi-structured interview methods, classroom observation, and document analysis. Semi-structured interviews were conducted to understand teachers' and students' perceptions and experiences of the relationship



between intelligence and learning psychology. Observations are made to directly observe the interaction between students and teachers in the learning process, including the teaching strategies applied to support different types of intelligence. In addition, documents such as curriculum, lesson plans, and student evaluation results are analyzed to obtain additional relevant data.

Data analysis is carried out through stages that include data reduction, data presentation, and conclusion drawn. In the data reduction stage, the collected data is compiled and selected based on relevance to the research question. The relevant data is then presented in the form of narratives and tables to facilitate further analysis. Thematic analysis techniques are used to identify key themes that emerge from the data. This approach allows researchers to integrate findings from various data sources and provide an in-depth understanding of the phenomenon being studied. (Sari et al., 2021)

RESULTS AND DISCUSSION

Interaction of Intelligence and Learning Psychology For Student Development

In the world of education, the relationship between intelligence and learning psychology is an important aspect to understand how students learn and develop. Research shows that different types of intelligence, including cognitive, emotional, social, and intrapersonal, have a major contribution to the learning process. Cognitive intelligence, which is often measured through IQ tests, plays an important role in the understanding and application of academic concepts. Students with cognitive intelligence tend to have an easier time understanding new information and completing complex tasks. In contrast, emotional intelligence helps students manage stress and build good interpersonal relationships. (Fatah et al., 2021)

The results of this study support previous theories that emphasize the importance of paying attention to different types of intelligence in learning. For example, Gardner's (1983) theory of Multiple Intelligences underlines that each student has a unique combination of intelligences, so learning strategies must be adapted to meet those needs. This research expands on this view by showing how emotional and social intelligence can improve classroom dynamics and help students overcome psychological barriers in learning. These findings are also in line with the research of Petrides et al. (2004), which showed that emotion regulation has a positive correlation with academic performance. (Siregar et al., 2019)

In addition, this study found that learning psychology factors such as motivation, self-efficacy, and student engagement play an important role in optimizing students' intelligence potential. For example, Deci and Ryan's (1985) Self-Determination theory emphasizes the importance of basic psychological needs, such as autonomy, competence, and social relationships, is confirmed through the observation that students who feel emotionally supported are more motivated to learn. These results provide important implications for teachers to create a psychologically conducive learning environment. (Natsir, 2019)

However, this study also identifies several challenges faced by teachers in implementing intelligence-based learning approaches. One of them is the limited



resources and training to support adaptive teaching strategies. Teachers often find it difficult to integrate theoretical insights into classroom practice, especially when dealing with students with very diverse intelligence needs. (E. Fauziah & Kuntoro, 2022)

Overall, this research makes a significant contribution to the understanding of the interaction between intelligence and learning psychology. By paying attention to the various dimensions of intelligence and psychological factors, educators can create a learning environment that not only improves academic outcomes but also supports the overall development of students. This is in line with the goals of inclusive and sustainable education as proposed by the 4th Sustainable Development Goal (SDG 4).

Students with these abilities are able to adapt in a dynamic learning environment and show better cooperation in groups, thus supporting the achievement of optimal learning outcomes. For example, in group discussions, students with emotional intelligence are often mediators who resolve conflicts and create a conducive learning atmosphere. (Miftah, 2013)

In the context of education, motivation plays a major role as a driver for students to actively engage in learning. Motivation can come from intrinsic factors, such as a deep interest in a subject, or extrinsic factors, such as appreciation or recognition from the environment. Students who are intrinsically motivated tend to show higher engagement in the learning process, as they find meaning and purpose in the learning itself. This allows them to overcome various challenges that arise during the learning process, including difficulties in understanding the material or other academic pressures. (Kusmiyati, 2021) (Sukmawati et al., 2024)

In addition to motivation, self-regulation is also an important element in learning psychology. Self-regulation refers to the ability of students to manage their emotions, attention, and behavior during learning. These skills include timing, goal setting, and self-control of distractions. Students who are able to manage their emotions well are better able to maintain focus and consistency in learning. They are also more effective at handling academic pressure, such as exams or stacked assignments, so they can achieve better learning outcomes. This self-regulation ability not only helps students in managing their learning process but also forms positive habits that can be used throughout life. (Adhyatma, 2024)

Self-concept, or students' perception of their abilities and self-worth, also has a strong influence on the learning process. Students who have a positive self-concept tend to be more confident and motivated to face challenges. They see failure as an opportunity to learn and grow, not as the end of their efforts. Conversely, students with negative self-concept may feel doubtful of their abilities, which can hinder their active participation in the learning process. Therefore, educators need to support the development of positive self-concept in students by providing constructive feedback and creating an inclusive learning environment. In addition, social intelligence allows students to actively participate in group activities and build good relationships with their peers. (Patamani, 2020) On the other hand, students with intrapersonal intelligence tend to excel in individual tasks because they have good self-understanding and management



skills. These findings show the need for learning strategies that are in accordance with the intelligence profile of students to achieve maximum results. (Kusmiyati, 2021)

The results of the analysis of the Learning Implementation Plan (RPP) show that strategies designed to support certain types of intelligence can increase student motivation and participation. For example, group discussions support interpersonal intelligence, while problem-solving tasks accommodate logical-mathematical intelligence. This approach is in line with Howard Gardner's theory of multiple intelligence, which states that every student has a way of learning.

Research has also shown that emotion regulation has a positive relationship with academic performance. Students who are able to manage their emotions tend to be more successful academically, supporting the finding that managing emotions can improve learning motivation and academic outcomes. Therefore, teaching strategies need to include approaches that help students manage their emotions effectively. (Mafardi, 2023)

Psychological Factors in Learning

Factors such as motivation, self-efficacy, and student involvement are important elements in optimizing intelligence potential. The Theory of Self-Determination by Deci and Ryan highlights the importance of autonomy, competence, and social relationships in building students' intrinsic motivation. The role of teachers is essential in creating a psychologically supportive learning environment. By understanding students' needs and providing emotional support, teachers can increase their intrinsic motivation. For example, creating a safe classroom atmosphere and encouraging students to share ideas without fear can increase their engagement in learning. (Fatah et al., 2021)

The interaction between intelligence and learning psychology provides important insights for the development of effective educational strategies. Learning motivation, for example, is often influenced by the level of students' intelligence. Students with high intelligence tend to show better motivation in the face of academic challenges, as they have the ability to understand the subject matter more quickly and in depth. However, it is important to note that intelligence is not the only factor that determines motivation. Environmental factors, social support, and teaching approaches also play an important role in shaping student motivation. (Hamdo, 2022)

Challenges in Implementation

The implementation of an intelligence-based approach faces challenges such as limited resources, time, and training for teachers. Many teachers have not fully understood the application of the theory of multiple intelligences in classroom practice. Therefore, comprehensive professional training is needed so that teachers can develop learning strategies that suit the needs of students.

In addition, this study found that learning psychology factors such as motivation, self-efficacy, and student engagement play an important role in optimizing students' intelligence potential. For example, Deci and Ryan's (1985) Self-Determination theory emphasizes the importance of basic psychological needs, such as autonomy, competence, and social relationships, is confirmed through the observation that



students who feel emotionally supported are more motivated to learn. These results provide important implications for teachers to create a psychologically conducive learning environment.(Natsir, 2019)

However, this study also identifies several challenges faced by teachers in implementing intelligence-based learning approaches. One of them is the limited resources and training to support adaptive teaching strategies. Teachers often find it difficult to integrate theoretical insights into classroom practice, especially when dealing with students with very diverse intelligence needs.(E. Fauziah & Kuntoro, 2022)

Overall, this research makes a significant contribution to the understanding of the interaction between intelligence and learning psychology. By paying attention to the various dimensions of intelligence and psychological factors, educators can create a learning environment that not only improves academic outcomes but also supports the overall development of students. This is in line with the goals of inclusive and sustainable education as proposed by the 4th Sustainable Development Goal (SDG 4).

The learning strategies students use are also influenced by their understanding of their own intelligence. Students who are aware of their intelligence potential are more likely to use analytical or creative approaches in solving problems. They may prefer to break down complex problems into smaller pieces to understand or look for innovative ways to achieve solutions. Conversely, students who lack a grasp of their potential may feel intimidated by challenging tasks and opt for a more passive approach. Therefore, educators have an important role to play in helping students recognize and develop their intelligence potential.(Supriadi, 2017)

Social interaction is also an important aspect that is influenced by the level of intelligence of students. Students with high cognitive abilities are often better able to collaborate constructively with their peers. They can share ideas, provide constructive feedback, and work together to achieve common goals. This ability not only improves individual learning outcomes but also creates positive group dynamics. However, it is important to ensure that students with different levels of intelligence still get the same opportunity to contribute to group discussions, thus creating an inclusive learning environment.

The impact of the interaction between intelligence and learning psychology is significant on the overall development of students. Students who have a combination of high intelligence and good psychological support tend to achieve optimal learning outcomes. They are not only able to understand the subject matter better but also develop social skills that are essential for interacting in a school environment. For example, they may be better able to manage conflicts, build positive relationships, and work together in a team. In addition, an understanding of their intellectual potential allows students to become more independent in the learning process, which in turn increases their confidence to take initiative in academic activities.

In the face of the educational challenges of this modern era, it is important for educators to understand the complex relationship between intelligence and learning psychology. The digital era, for example, brings new challenges such as distractions from social media and excessive access to information, which can affect students' self-



regulation. Therefore, educational approaches should be designed to help students develop critical skills, such as time management and information selection, that are relevant to the needs of the times.

The application of teaching strategies based on an understanding of learning psychology and intelligence can create a learning environment that supports students' cognitive and emotional development. For example, a differentiated learning approach can be used to tailor teaching methods to the individual needs of students. Students with visual learning styles may benefit more from the material presented in the form of graphics or videos, while students with kinesthetic learning styles may be more engaged through hands-on activities. By understanding these differences, educators can create a more meaningful and effective learning experience for each student.

Furthermore, the role of teachers in supporting the development of learning psychology and student intelligence cannot be ignored. Teachers not only act as material presenters but also as facilitators who help students overcome their learning barriers. By providing constructive feedback and creating a positive learning environment, teachers can help students feel motivated and confident in the learning process. In addition, training for teachers to understand learning psychology and how to integrate it in daily teaching can improve the overall quality of education.

It is also important to note that education aims not only to produce academically intelligent individuals, but also individuals who have strong emotional balance and social skills. Learning psychology provides a framework that allows educators to support students in achieving this balance. By integrating aspects such as emotion regulation, motivation, and self-concept into the curriculum, educators can help students develop the competencies necessary to deal with challenges outside of the school setting.

Ultimately, the relationship between intelligence and learning psychology should be seen as an opportunity to create a generation that is not only intellectually intelligent but also has adequate emotional and social skills. This requires collaboration between educators, parents, and policymakers to create an inclusive and sustainable education system. With the right approach, it is hoped that each student can optimize their potential both cognitively and emotionally, thereby creating academically successful and personally prosperous individuals in the future.

Implications and Recommendations

This research confirms the importance of an intelligence-based approach to inclusive and sustainable education. By considering different types of intelligence and psychological factors, educators can create a learning environment that supports the development of Recommendations for this study include:

1. **Improved teacher training:** Teachers need to be trained to understand and apply intelligence theories in teaching.
2. **Flexible curriculum development:** The curriculum should support the diversity of students' intelligence and facilitate innovative learning methods.
3. **Advanced research:** Further exploration of the interactions of different types of intelligence, such as spiritual intelligence, is needed to broaden the horizon.



With a better understanding of the relationship between intelligence and learning psychology, educators can design a more effective learning experience for all students.

The results of the study show that the interaction between intelligence and learning psychology has a significant contribution to student development, both in cognitive, affective, and psychomotor aspects. Intelligence influences the speed at which students understand the learning material, while aspects of learning psychology, such as motivation, interests, and emotions, determine how well students can apply the knowledge. This research confirms that learning designed with intelligence potential and psychological aspects in mind can increase student engagement in the learning process, ultimately promoting students' holistic development.

This finding is in line with Gardner's (1983) study on Multiple Intelligence Theory which states that each student has different intelligence, so a varied learning approach is needed. In addition, these results also support the research of Vygotsky (1978) who emphasized the importance of social interaction and the psychological environment in learning. However, these findings extend previous research by integrating the dimension of emotional intelligence (Goleman, 1995) as a key element in supporting student learning success, particularly in the context of individual and collaborative learning. (Scott, 2018)

Theoretically, the results of this study strengthen the integration between intelligence theories (such as General Intelligence Theory and Multiple Intelligences Theory) with learning psychology theories, especially those related to motivation and emotions. Practically, these findings encourage educators to adopt adaptive learning strategies, for example by using student intelligence assessments to design more personalized learning methods. Additionally, educators can utilize positive psychology approaches to create a conducive learning atmosphere and support students' emotional development.

CONCLUSION

The results show that the interaction between intelligence and learning psychology contributes significantly to student development in cognitive, emotional, and social aspects. In the context of learning, intelligence is not only concerned with intellectual abilities such as problem-solving and logical thinking, but also includes emotional and social intelligence. Both types of intelligence play an important role in building relationships between individuals, understanding self-emotions, and managing stress. Learning psychology, on the other hand, involves factors such as motivation, self-efficacy, and students' perceptions of the learning process. This study confirms that a combination of an intelligence-based approach and attention to aspects of learning psychology can create a more meaningful and effective learning experience.

Adaptive and intelligence-based teaching strategies can create an inclusive and effective learning environment. Teachers who understand the variety of intelligence in their classrooms can design activities that support the development of individual



students' potential. For example, the use of cooperative learning methods helps students with social intelligence to interact and learn from their peers

The main contribution of this research is to integrate intelligence theory with learning psychology in a holistic framework for student development. This approach provides guidance for educators to design learning strategies that are not only inclusive but also relevant to students' needs. This research shows that optimal student development requires a comprehensive approach, which includes intellectual, emotional, and social aspects. In the context of Islamic education, these findings are particularly relevant because they are in line with Islamic values that emphasize the development of human potential as a whole. Islam encourages learning that not only focuses on the intellectual aspect but also builds the character and morals of students.

Future research is suggested to delve deeper into the implementation of intelligence-based learning strategies in various educational contexts, including in resource-constrained environments. This condition is important to ensure that this approach is widely applicable and benefits all students, regardless of their background. In addition, the development of a teacher training model that focuses on the integration of intelligence and learning psychology is also a priority. This training can help teachers understand how to apply this theory in daily practice, so that the learning strategies designed can support student success in a variety of situations. Thus, this research not only makes a theoretical contribution but also has significant practical implications for the world of education.

BIBLIOGRAFI

- Adhyanto, K. A. (2023). Hubungan Kecerdasan Emosional dan Kecerdasan Intelektual terhadap Perilaku Pengamalan Ajaran Agama Hindu pada Peserta Didik. *VIDYA SAMHITA: Jurnal Penelitian Agama*, 9(1), 53–60. <https://doi.org/10.25078/vs.v9i1.2595>
- Adhyatma, M. D. R. (2024). Deskripsi Karakteristik Hasil Tes Intelegensi Stanford-Binet Form L-M (SB L-M) pada Siswa Retardasi Mental di Tingkat Sekolah Dasar. *Psikodinamika: Jurnal Literasi Psikologi*, 4(1), 60–74. <https://doi.org/10.36636/psikodinamika.v4i1.4291>
- Amin, N. S. (2021). Hubungan Antara Kecerdasan Intelegensi (IQ) dengan Hasil Belajar Matematika Siswa Kelas X SMAN 1 Woha. *SUPERMAT (JURNAL PENDIDIKAN MATEMATIKA)*, 5(2), 96–107. <https://doi.org/10.33627/sm.v5i2.730>
- Fatah, M., Suud, F. M., & Chaer, M. T. (2021). Jenis-Jenis Kesulitan Belajar Dan Faktor Penyebabnya Sebuah Kajian Komprehensif Pada Siswa Smk Muhammadiyah Tegal. *Psycho Idea*, 19(1), 89. <https://doi.org/10.30595/psychoidea.v19i1.6026>
- Fauziah, E., & Kuntoro, T. (2022). Modifikasi Intelegensi dan Berpikir Kritis dalam Memecahkan Masalah. *El-Athfal: Jurnal Kajian Ilmu Pendidikan Anak*, 2(1), 49–63. <https://doi.org/10.56872/elathfal.v2i01.694>
- Fauziah, S. U., & Nugraha, M. S. (2023). Penerapan Teori Belajar Sibernetik dalam Upaya Meningkatkan Kreativitas Siswa di SD IT Assajidin Kab. Sukabumi. *Jurnal Arjuna: Publikasi Ilmu Pendidikan, Bahasa Dan Matematika*, 1(4), 143–165. <https://doi.org/10.61132/arjuna.v1i4.92>
- Giri, I. M. A., & Nova, K. A. (2022). URGENSI INTELIGENSI BESERTA AFIRMASI BAGI PENDIDIKAN DAN PEMBELAJARAN. *Maha Widya Bhuwana: Jurnal*



- Pendidikan, Agama Dan Budaya*, 5(2), 103. <https://doi.org/10.55115/bhuwana.v5i2.2055>
- Habsy, B. A., Islamiyah, F. N., Hutauruk, A. B. C., & Sholihah, M. (2023). Konsep Intelegensi serta Perannya dalam Belajar dan Pembelajaran. *TSAQOFAH*, 4(2), 642–657. <https://doi.org/10.58578/tsaqofah.v4i2.2343>
- Hamdo, S. H. (2022). Hubungan Motivasi Belajar Dan Minat Belajar Terhadap Hasil Belajar Pendidikan Agama Islam Peserta Didik Kelas VIII SMP Negeri 26 Makassar. *Jurnal Pendidikan Agama Islam Indonesia (JPAIL)*, 3(2), 35–39. <https://doi.org/10.37251/jpaii.v3i2.626>
- Kusmiyati, K. (2021). Pendekatan Psikososial, Intervensi Fisik, Dan Perilaku Kognitif Dalam Desain Pembelajaran Pendidikan Jasmani Bagi Anak Dengan Retardasi Mental. *Movement And Education*, 2(1), 74–84. <https://doi.org/10.37150/mae.v2i1.1426>
- Mafardi, U. M. (2023). KONTRIBUSI INTELIGENSI DAN PERSEPSI TERHADAP PRESTASI BELAJAR MAHASISWA TEKNIK KOMPUTER AMIK KOSGORO SOLOK. *Inovasi Pendidikan*, 10(1). <https://doi.org/10.31869/ip.v10i1.4461>
- Miftah, M. (2013). PENERAPAN TEORI BELAJAR DAN DESAIN INSTRUKSIONAL DALAM PROGRAM MOBILE LEARNING. *Jurnal Kwangsan*, 1(1), 46. <https://doi.org/10.31800/jkwangsan-jtp.v1n1.p46--56>
- Natsir, I. (2019). Pengaruh Intelegensi Interpersonal terhadap Intelegensi Emosional dan Kaitannya dengan Hasil Belajar Matematika. *Musamus Journal of Mathematics Education*, 2(1), 50–58. <https://doi.org/10.35724/mjme.v2i1.2020>
- Patamani, H. (2020). Penerapan Metode Tutor Sebaya Dalam Meningkatkan Hasil Belajar Passing Atas Pada Permainan Bola Voli Mini. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 4(1), 35. <https://doi.org/10.37905/aksara.4.1.35-40.2018>
- Sari, D., Rahmiyanti, D., & Abdullah, A. R. (2021). Pengaruh Budaya, Perilaku Belajar, Kecerdasan Emosional dan Kecerdasan Intelektual terhadap Pemahaman Akuntansi dengan Kluster Perekonomian sebagai Variabel Moderasi Berdasarkan Perspektif Gender. *Jurnal Ilmiah Akuntansi Manajemen*, 4(2), 100–111. <https://doi.org/10.35326/jiam.v4i2.1579>
- Sartika, D. (2018). PENERAPAN TEORI MULTIPLE INTELLIGENCES DALAM PEMBELAJARAN FISIKA UNTUK MENINGKATKAN HASIL BELAJAR PESERTA DIDIK. *SAINTIFIK*, 1(1), 14–19. <https://doi.org/10.31605/saintifik.v1i1.77>
- Siregar, G. H., Marpaung, S., Pardede, O. B., Kurnia, A. D., & Butar-butur, Y. C. (2019). Eksperimentasi Kecerdasan Emosional Siswa Terhadap Pembelajaran Bahasa Indonesia Oleh Siswa Kelas VIII SMP Talitakum Tahun Pelajaran 2018/2019. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 5(2), 118–128. <https://doi.org/10.30596/edutech.v5i2.3386>
- Sukmawati, S., Halim, A., & Beddu, M. J. (2024). Upaya Guru Pendidikan Agama Islam dalam Penguatan Multi Intelegensi di SMP Swasta Nurul Jadid Batam. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(3), 1095–1105. <https://doi.org/10.53299/jppi.v4i3.677>
- Supriadi, S. (2017). KONSEP PEMBARUAN SISTEM PENDIDIKAN ISLAM MENURUT MUHAMMAD ‘ABDUH. *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, 15(1), 31–60. <https://doi.org/10.15408/kordinat.v15i1.6301>
- Adhyanto, K. A. (2023). Hubungan Kecerdasan Emosional dan Kecerdasan Intelektual terhadap Perilaku Pengamalan Ajaran Agama Hindu pada Peserta Didik. *VIDYA SAMHITA: Jurnal Penelitian Agama*, 9(1), 53–60. <https://doi.org/10.25078/vs.v9i1.2595>
- Adhyatma, M. D. R. (2024). Deskripsi Karakteristik Hasil Tes Intelegensi Stanford-Binet Form L-M (SB L-M) pada Siswa Retardasi Mental di Tingkat Sekolah Dasar. *Psikodinamika: Jurnal Literasi Psikologi*, 4(1), 60–74. <https://doi.org/10.36636/psikodinamika.v4i1.4291>
- Amin, N. S. (2021). Hubungan Antara Kecerdasan Intelegensi (IQ) dengan Hasil Belajar Matematika Siswa Kelas X SMAN 1 Woha. *SUPERMAT (JURNAL PENDIDIKAN*



- MATEMATIKA*), 5(2), 96–107. <https://doi.org/10.33627/sm.v5i2.730>
- Fatah, M., Suud, F. M., & Chaer, M. T. (2021). JENIS-JENIS KESULITAN BELAJAR DAN FAKTOR PENYEBABNYA SEBUAH KAJIAN KOMPEREHENSIF PADA SISWA SMK MUHAMMADIYAH TEGAL. *Psycho Idea*, 19(1), 89. <https://doi.org/10.30595/psychoidea.v19i1.6026>
- Fauziah, E., & Kuntoro, T. (2022). Modifikasi Intelegensi dan Berpikir Kritis dalam Memecahkan Masalah. *El-Athfal: Jurnal Kajian Ilmu Pendidikan Anak*, 2(1), 49–63. <https://doi.org/10.56872/elathfal.v2i01.694>
- Fauziah, S. U., & Nugraha, M. S. (2023). Penerapan Teori Belajar Sibernetik dalam Upaya Meningkatkan Kreativitas Siswa di SD IT Assajidin Kab. Sukabumi. *Jurnal Arjuna: Publikasi Ilmu Pendidikan, Bahasa Dan Matematika*, 1(4), 143–165. <https://doi.org/10.61132/arjuna.v1i4.92>
- Giri, I. M. A., & Nova, K. A. (2022). URGENSI INTELIGENSI BESERTA AFIRMASI BAGI PENDIDIKAN DAN PEMBELAJARAN. *Maha Widya Bhuwana: Jurnal Pendidikan, Agama Dan Budaya*, 5(2), 103. <https://doi.org/10.55115/bhuwana.v5i2.2055>
- Habsy, B. A., Islamiyah, F. N., Hutauruk, A. B. C., & Sholihah, M. (2023). Konsep Intelegensi serta Perannya dalam Belajar dan Pembelajaran. *TSAQOFAH*, 4(2), 642–657. <https://doi.org/10.58578/tsaqofah.v4i2.2343>
- Hamdo, S. H. (2022). Hubungan Motivasi Belajar Dan Minat Belajar Terhadap Hasil Belajar Pendidikan Agama Islam Peserta Didik Kelas VIII SMP Negeri 26 Makassar. *Jurnal Pendidikan Agama Islam Indonesia (JPAIL)*, 3(2), 35–39. <https://doi.org/10.37251/jpail.v3i2.626>
- Kusmiyati, K. (2021). Pendekatan Psikososial, Intervensi Fisik, Dan Perilaku Kognitif Dalam Desain Pembelajaran Pendidikan Jasmani Bagi Anak Dengan Retardasi Mental. *Movement And Education*, 2(1), 74–84. <https://doi.org/10.37150/mae.v2i1.1426>
- Mafardi, U. M. (2023). KONTRIBUSI INTELIGENSI DAN PERSEPSI TERHADAP PRESTASI BELAJAR MAHASISWA TEKNIK KOMPUTER AMIK KOSGORO SOLOK. *Inovasi Pendidikan*, 10(1). <https://doi.org/10.31869/ip.v10i1.4461>
- Miftah, M. (2013). PENERAPAN TEORI BELAJAR DAN DESAIN INSTRUKSIONAL DALAM PROGRAM MOBILE LEARNING. *Jurnal Kwangsan*, 1(1), 46. <https://doi.org/10.31800/jkwangsan-jtp.v1n1.p46--56>
- Natsir, I. (2019). Pengaruh Intelegensi Interpersonal terhadap Intelegensi Emosional dan Kaitannya dengan Hasil Belajar Matematika. *Musamus Journal of Mathematics Education*, 2(1), 50–58. <https://doi.org/10.35724/mjme.v2i1.2020>
- Patamani, H. (2020). Penerapan Metode Tutor Sebaya Dalam Meningkatkan Hasil Belajar Passing Atas Pada Permainan Bola Voli Mini. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 4(1), 35. <https://doi.org/10.37905/aksara.4.1.35-40.2018>
- Sari, D., Rahmiyanti, D., & Abdullah, A. R. (2021). Pengaruh Budaya, Perilaku Belajar, Kecerdasan Emosional dan Kecerdasan Intelektual terhadap Pemahaman Akuntansi dengan Kluster Perekonomian sebagai Variabel Moderasi Berdasarkan Perspektif Gender. *Jurnal Ilmiah Akuntansi Manajemen*, 4(2), 100–111. <https://doi.org/10.35326/jiam.v4i2.1579>
- Sartika, D. (2018). PENERAPAN TEORI MULTIPLE INTELLIGENCES DALAM PEMBELAJARAN FISIKA UNTUK MENINGKATKAN HASIL BELAJAR PESERTA DIDIK. *SAINTIFIK*, 1(1), 14–19. <https://doi.org/10.31605/saintifik.v1i1.77>
- Siregar, G. H., Marpaung, S., Pardede, O. B., Kurnia, A. D., & Butar-butur, Y. C. (2019). Eksperimentasi Kecerdasan Emosional Siswa Terhadap Pembelajaran Bahasa Indonesia Oleh Siswa Kelas VIII SMP Talitakum Tahun Pelajaran 2018/2019. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 5(2), 118–128. <https://doi.org/10.30596/edutech.v5i2.3386>



- Sukmawati, S., Halim, A., & Beddu, M. J. (2024). Upaya Guru Pendidikan Agama Islam dalam Penguatan Multi Intelegensi di SMP Swasta Nurul Jadid Batam. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(3), 1095–1105. <https://doi.org/10.53299/jppi.v4i3.677>
- Supriadi, S. (2017). KONSEP PEMBARUAN SISTEM PENDIDIKAN ISLAM MENURUT MUHAMMAD ‘ABDUH. *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, 15(1), 31–60. <https://doi.org/10.15408/kordinat.v15i1.6301>