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Judul Artikel : Integrating Howard Gardner’s Multiple Intelligences in Islamic Education: A Systematic Review of Indonesian Practices

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Penulis : Salami Mahmud, AM Riska Musfirah, Cut Nyak Marlina, Syiva Fitria, Hendriyanto Bujangga, Syatria Adymas Pranajaya, Afif Alfiyanto

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Salami Mahmud <salamikaya@gmail.com>

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## [peuradeun] Submission Acknowledgement

1 message

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**Ramzi Murziqin** <info.jip@scadindependent.org>  
To: Salami Salami <salamikaya@gmail.com>

Sun, Oct 8, 2023 at 10:48 AM

*Dear Salami Salami:*

Thank you for submitting the manuscript, "**ANALYSIS OF HOWARD GARDNER'S MULTIPLE INTELLIGENCES THEORY: ITS IMPLEMENTATION IN ISLAMIC EDUCATION TEACHING**" to *Jurnal Ilmiah Peuradeun*. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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Ramzi Murziqin

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## [peuradeun] Your Article Send to Pre-Review

1 message

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**Ramzi Murziqin** <ramzimirziqin@scadindependent.org>  
Reply-To: Ramzi Murziqin <ramzimirziqin@scadindependent.org>  
To: Salami Salami <salamikaya@gmail.com>

Wed, May 1, 2024 at 1:57 PM

### Article ID: 1215

*Dear Author:*

Your submission to the **Jurnal Ilmiah Peuradeun** with the title, "**Analysis of Howard Gardner's Multiple Intelligences Theory for the Development of Islamic Education Teaching,**" has now been submitted for pre-review by editorial.

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Thank you for considering this journal as a venue for your work.

*Best Regards,*

Ramzi Murziqin  
SCAD Independent, Aff. Ar-Raniry State Islamic University, Indonesia  
[ramzimirziqin@scadindependent.org](mailto:ramzimirziqin@scadindependent.org)

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Salami Mahmud <salamikaya@gmail.com>

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## [peuradeun] Article Submitted to Reviewer

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**Tabrani ZA** <tabraniza@scadindependent.org>  
Reply-To: Tabrani ZA <tabraniza@scadindependent.org>  
To: Salami Salami <salamikaya@gmail.com>

Thu, May 16, 2024 at 3:47 PM

### Article ID: 1215

*Dear Authors:*

Your submission, "**Analysis of Howard Gardner's Multiple Intelligences Theory for the Development of Islamic Education Teaching**," to **Jurnal Ilmiah Peuradeun** has now been submitted to the Reviewer.

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*Best Regards,*

Tabrani ZA  
SCAD Independent Research Institute, Indonesia  
[tabraniza@scadindependent.org](mailto:tabraniza@scadindependent.org)

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## [peuradeun] Editor Decision

2 pesan

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Tabrani ZA <tabraniza@scadindependent.org>

21 Juni 2024 pukul 12.07

Kepada: Salami Mahmud <salami.mahmud@ar-raniry.ac.id>

### Article ID: 1215

Dear Salami Mahmud (Author):

Thank you for submitting your paper to **Jurnal Ilmiah Peuradeun**. We really appreciate your contribution to submitting papers to this journal.

After the Editorial Board and Reviewers inspect and review your manuscript, we have reached a decision regarding your submission about "**Analysis of Howard Gardner's Multiple Intelligences Theory for the Development of Islamic Education Teaching**".

### Our decision is: Revisions Required.

It is a very interesting topic. Although we appreciate the work you have put into the paper, we have determined that your paper needs several developments to be considered for publication in the Jurnal Ilmiah Peuradeun. Several points of view should be considered in particular, which may construct the paper.

We have received comments and decisions from reviewers for your manuscript. Your manuscript should be pending publication due to some minor revisions that may construct it. Attached are the overall comments of the peer reviewer about your manuscript (*please see the attached file*).

Please help to make revisions so that this paper can meet the standards set in this journal. Make sure you revise the manuscript based on the suggestions and comments from the reviewers. In addition, the revised manuscript you re-submitted to us is final, is already in the JIP template, and has followed the [JIP author's guidelines](#).

And then, **please highlight the results of corrections and revisions to your paper in yellow directly in the manuscript**. This will greatly assist us in examining and re-evaluating the paper. In addition, **please make a [Table of Corrections](#)** to make it easier for editors to assess your revised manuscript. **The Table of Corrections contains the reviewer's comments, your revision, and the page**. You can see the **Table of Correction format** on the journal's website in the author's guidelines section. The Table of Corrections is sent with your revised manuscript as a separate file.

**As a side note**, you must also complete all author names, affiliations, and emails in your revised manuscript. **Remember**, the JIP limits the number of authors to a maximum of seven in one manuscript, with different affiliations for each author (a minimum of two affiliations in one manuscript).

**The deadline for revision and re-submission of your revised manuscript is within TWO WEEKS from the date of the notice**. If you have any questions, please do not hesitate to contact us.

Thank you for your contribution and cooperation.

Best Regards,

Tabrani ZA  
SCAD Independent Research Institute, Indonesia  
[tabraniza@scadindependent.org](mailto:tabraniza@scadindependent.org)

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Reviewer A:

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### 1. Are the title, abstract and keywords appropriately reflect the content of the paper?

Please provide your detailed comments in the comments column (if any).

Partly

**2. Are the aims, objectives, and significance of the study are clear?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**3. Are the main issues discussed in this manuscript very important and novelty?**

*Please provide your detailed comments in the comments column (if any).*

No

**4. Is the paper sufficiently broadly and critically review the relevant scientific literature on the topic?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**5. Is the research method and approach to problem-solving that used has been relevant, detail, and clear?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**6. Is the research findings clearly and comprehensibly presented? And did the authors conducted data presentation and interpretation were valid and reasonable?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**7. Is the discussion relevant to the research findings? and is the author(s) clearly express and explain their own professional viewpoints?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**8. Are the conclusions are clear and comprehensive? Especially in terms of the author’s critical evaluation of research findings.**

*Please provide your detailed comments in the comments column (if any).*

Partly

**9. Are the references used relevant and up to date? and does it match the citations in the article?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**10. Is the quality, structure, and grammar of the manuscript very good and perfect?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**Your detailed comments, suggestions, recommendations, and constructive points of view, including the strengths/weaknesses of this manuscript.**

Abstract present it systematically consisting of: 1 sentence background 1 sentence of purpose 1-2 sentences research methods 2-3 sentences of results 1 concluding sentence Introduction I don't find any problems or urgency in research If the direction focuses on the search for multiple intelligence for religious education, it would be best to present various religious education literature that is open to other theories, then explain multiple intelligence as one of the theories that can add to it. Method Please look again for more comprehensive references regarding systematic literature review (SLR), Ex: <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/930> It is best to present a research procedure chart, so that the steps are clear

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Reviewer B:

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**1. Are the title, abstract and keywords appropriately reflect the content of the paper?**

*Please provide your detailed comments in the comments column (if any).*

Partly

**2. Are the aims, objectives, and significance of the study are clear?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**3. Are the main issues discussed in this manuscript very important and novelty?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**4. Is the paper sufficiently broadly and critically review the relevant scientific literature on the topic?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**5. Is the research method and approach to problem-solving that used has been relevant, detail, and clear?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**6. Is the research findings clearly and comprehensibly presented? And did the authors conducted data presentation and interpretation were valid and reasonable?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**7. Is the discussion relevant to the research findings? and is the author(s) clearly express and explain their own professional viewpoints?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**8. Are the conclusions are clear and comprehensive? Especially in terms of the author's critical evaluation of research findings.**

*Please provide your detailed comments in the comments column (if any).*

Yes

**9. Are the references used relevant and up to date? and does it match the citations in the article?**

*Please provide your detailed comments in the comments column (if any).*

Yes

**10. Is the quality, structure, and grammar of the manuscript very good and perfect?**

*Please provide your detailed comments in the comments column (if any).*

Good

**Your detailed comments, suggestions, recommendations, and constructive points of view, including the strengths/weaknesses of this manuscript.**

This study has several limitations that warrant particular scrutiny from its author. I have marked some notes that may be advantageous to the author in refining his study, all of which have been referenced in the texts I have perused. See notes in the manuscript.

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**Salami Mahmud** <salami.mahmud@ar-raniry.ac.id>  
Kepada: Tabrani ZA <tabraniza@scadindependent.org>

21 Juni 2024 pukul 14.07

Thank you very much for your email. I will revise the manuscript in time.

Best Regards,  
Salami Mahmud

[Kutipan teks disembunyikan]





## ANALYSIS OF HOWARD GARDNER'S MULTIPLE INTELLIGENCES THEORY FOR THE DEVELOPMENT OF ISLAMIC EDUCATION TEACHING

Received: Filled Out by the Editor    Accepted: Filled Out by the Editor    Published: Filled Out by the Editor

### Abstract

Howard Gardner defined seven basic intelligences and then developed them into nine types of intelligence. However, until now there are still many students who do not know the type of intelligence they have and do not know how to develop the intelligence they have. Therefore, the author feels that it is important for educators to know about multiple intelligences to know the condition of their students' intelligence so that teachers can provide varied teaching methods in teaching Islamic Religious Education in particular. This research uses the type of library research (library study). The data collection technique used is searching for information related to the focus of the study through notes, books, journals, and other relevant sources. The results of this research show that there are nine types of intelligence proposed by Howard Gardner, namely linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalist, and existential intelligence. In detail, applying the multiple intelligence approach in learning requires paying attention to several steps, namely identifying, reviewing, collaborating, taking responsibility, and discussing.

**Keywords:** Howard Gardner; Multiple Intelligences; Islamic Education.

### Commented [RV1]:

We ask authors to create abstracts that provide readers with a clear overview of the paper. This gives authors direction while they revise the remainder of their manuscript and aids in helping them arrange their thoughts. Please compose your abstract in 200 words or fewer to demonstrate how the paper is structured in a logical and precise manner. Putting your abstract into a five-sentence essay is one method to accomplish this:  
You should describe the issue, the subject of your research, or the gap you hope to address in the first sentence. The research topic or hypothesis for your study would be discussed in the second sentence. You would discuss the subjects and methodology of your study in the third sentence. The fourth sentence should discuss the findings of your investigation. The key points of your discussion of the findings would be covered in the fifth sentence.

## A. Introduction

Every human being is born with potential or intelligence. Every human being has intelligence, but this intelligence needs to be trained and developed properly (Syifaunajah et al., 2020). There are nine intelligences according to Howard Gardner which are then labelled Multiple Intelligence. This combination of intelligence is then used to solve the problems faced, as students are faced with many problems that require appropriate problem-solving. Every student can solve problems according to their intelligence. Apart from solving problems, existing intelligence can support the learning process and find out one's potential (Kusniati, 2016).

The theory of multiple intelligence is one of the most important and most promising developments in education today. Multiple Intelligences defines intelligence as the ability and skill of resolving problems, creating valuable products in one or more environments, cultures and communities (Pratama et al., 2020). The theory of multiple intelligences is based on the work of Howard Gardner, a developmental psychologist, who attempted to create a new theory of knowledge as part of his work at Harvard University. Gardner's original work regarding this theory, namely *Frames of Mind* (1983), defined seven basic intelligences, then expanded to nine types of intelligence, which he felt were the fundamental intelligences that are traditionally tested in standard IQ tests. Initially, his work was aimed at psychologists, but surprisingly, it was also of interest to educators and other people who care about the quality of school education (Jasmine, 2016).

However, there are still many students who do not know the type of intelligence they have and do not know how to develop the intelligence they have (Syifaunajah et al., 2020). Based on these considerations, the author feels the importance of knowledge about multiple intelligences (intelligence from Howard Gardner's perspective) for educators and to know the condition of their students' intelligence so that teachers can provide varied teaching methods in teaching Islamic Religious Education in particular and all learning in general. This journal tries to provide a brief overview of Howard Gardner's theory of multiple intelligences for its development in Islamic Education teaching.

### Commented [RV2]:

We recommend that you concentrate fully on writing your introduction. You should mention some of the literature as the theory to support your claim and the problem you are studying. In your introduction, there are no references to prior work that is pertinent. Maybe this introductory section can also be expanded by elaborating on comparisons of other research findings similar to yours.

There are several ways to make an introduction in an article interesting, including:

1. Begin your article with facts or data that are interesting and relevant to the topic to be discussed.
2. Give a brief description of the topic to be covered in the article. This will give the reader an initial understanding of what will be covered and keep them interested in reading more.
3. Use interesting and relevant quotes or statements to the topic to be discussed.
4. Avoid making the introduction too long and too detailed. It is better if the introduction is written briefly and concisely, so that the reader does not get bored and wants to read further.
5. In order to have relevance to the focus and scope of this journal, try to provide a different perspective or point of view that is not widely known about the topic to be discussed.
6. Use the latest data or facts about the topic to be discussed in the introduction to your article.

By using some of the methods above, you can make your article introduction interesting and novelty so that it can interest readers and make them want to read more.

### Commented [RV3]:

This is an article and not a journal

## B. Method

This research uses the type of library research (library study). The literature used in the library study method must be relevant to the focus being studied, to produce research that can be justified (Berliana & Atikah, 2023). The data collection technique used in this research is documentation, namely searching for data related to the research focus through notes, books, journals, and other relevant sources (Sari & Asmendri, 2020). Strategy for collecting various literature journals using journal sites such as Google Scholar, Scopus, Academia Edu, Research Gate, and Garuda. The source years for the journals taken are from 2019 to 2023, suitability of writing keywords, relevance of writing results, and discussion.

The stages that researchers must take in library research are first, collecting research materials. The materials collected are empirical data information sourced from books, journals, results of official and scientific research reports, as well as other literature that supports this research theme. Second, reading literary material. In reading research materials, readers must explore in depth the possibilities of the reading material to find new ideas related to the title of the study. Third, making research notes. Fourth, processing research notes. All material that has been read is then processed or analyzed to obtain several conclusions which are prepared in the form of a research report (Zed, 2008).

The data analysis technique used in this research is the content analysis technique. According to Fraenkel and Wallen, as quoted by (Sari & Asmendri, 2020) the content analysis procedure is as follows: (1) Researchers decide on specific objectives that they want to achieve. (2) Define the terms important things must be explained in detail. (3) Specialize the unit to be analyzed (4) Looking for data relevant (5) Building rationale or conceptual relationship to explain how data related to goals. (6) Planning sampling (7) Formulate category coding. These stages are used so that the results obtained in this research are credible.

## C. Result and Discussion

### Commented [RV4]:

We noticed that your methods lack detail on how exactly the study was performed. How data is collected and how it is analyzed. You should explain this in detail and briefly. Please remember that the reader should be able to reproduce your study based on the level of detail you provide. For instance, for qualitative studies involving interviews and focus groups. The method may need to be explained in more detail related to the research subject so that it becomes clear who the subject is. Everything must be explained in detail, not too long, but clearly.

### Commented [RV5]:

Maybe you could also try combining it with bibliometric analysis. So that the data you will display is clearer, not just a qualitative narrative

X

## 1. Result

### a. Multiple Intelligence Understanding

Howard Gardner, a renowned developmental psychologist and esteemed professor of education at the Graduate School of Education at Harvard University, discovered and developed Multiple Intelligence Theory in 1983 (Nada, 2019). Intelligence (in Arabic it is called *al-dzaka'* according to the meaning of language is understanding, speed, and perfection of something (Nurmayani, 2013). According to Gardner, intelligence can be defined as the capacity to effectively solve problems and generate outcomes in diverse circumstances and real-world (Boeree, 2020). A person has high intelligence if he can solve real-life problems, not just in theory (Chatib, 2010).

The Theory of Multiple Intelligences is the ultimate confirmation that individual differences are significant. Its application in education is heavily reliant on the identification, acknowledgement, and appreciation of each or varied ways learners learn, as well as their interests and talents. The Theory of Multiple Intelligences not only recognizes these individual distinctions for practical reasons such as teaching and assessment, but also acknowledges and accepts these distinctions as normal, natural, even fascinating, and extremely valuable. Gardner suggests that there may be more to intelligence than the intelligence he has defined, especially in other cultures. Thus, the eight types of intelligence that Gardner has offered are a major step towards a point where individuals are valued and diversity is cultivated (Jasmine, 2016). Multiple Intelligence Theory is currently suggested in schools to help pupils realize their potential. Teachers are also encouraged to provide lessons in a variety of ways. This idea provided excellent news to many educators, but the bad news is that some educators remain loyal to the old teaching and learning methods, such as pure lectures (Aringay & Prado, 2019).

Since the IQ test was created almost a hundred years ago, people have always viewed intelligence as something that is innate and that does not change much throughout a person's life. However, research by Howard

**Commented [RV6]:** Before you explain the results, it's good to have a little introduction.

**Commented [RV7]:**

Document analysis should be carried out clearly and thoroughly. The resulting findings should be in line with the techniques and methods used in data collection. It is recommended that you strengthen your statements and findings by presenting data evidence that comes from the data collection techniques that you have applied.

It is important to create a strong connection between the results of the analysis and the data collection techniques used. Therefore, consider providing concrete examples or relevant data quotes to support each statement you make. By presenting the evidence, you will build a more solid foundation for your conclusions, and this will strengthen the integrity and validity of the analysis you present.

Furthermore, make comparisons between the results of your analysis with previous findings or relevant theories. This will add an added dimension to your analysis and enrich the reader's view of the conclusions you present. Finally, make sure that your analytical presentation style is not only clear and systematic, but also able to depict a close relationship between the results and the data collection method you have used. With this approach, your analysis will have significantly more depth and breadth.

Gardner and his colleagues has shown that there are many types of intelligence that standard IQ tests cannot measure. He said that psychology and education should look more into the real world to look for examples of how humans solve problems and create various products that are important for cultural development. According to him, observing how a mechanic solves a spark plug problem, or how an accountant solves a financial dilemma, provides a better example of how intelligence works than any test result. After researching the various types of abilities, competencies, and skills used throughout the world, Gardner eventually compiled a list of seven bits of intelligence, then he added an eighth and then a ninth, which he thought could encompass various types of intelligence (Armstrong, 2005).

The theory of intelligence, originally intended for psychologists, has developed into a tool used enthusiastically by educators around the world (Krismandana & Wibowo, 2020). The Theory of Multiple Intelligences is a practical way to defining intelligence and shows us how to use students' talents to help them learn (Arafah et al., 2021). Through multiple intelligences, schools, and classrooms become places where various skills and abilities can be applied to learning and problem solving. Being intelligent is no longer determined by test results; rather, it is determined by how successfully children learn in numerous ways (Hoerr, 2007). Before going to school, the development of multiple intelligences at home and in early childhood is strongly influenced by the parenting style of parents (Fadlillah et al., 2020).

## **b. Types of Multiple Intelligences**

### **1) Linguistic Intelligence**

Linguistic intelligence is the ability for successful use of words. Observation of traditional ways of learning; reading, writing, and mathematics in school life shows that linguistic intelligence covers at least two-thirds of learning interactions, namely reading and writing (Armstrong, 2005). Within these two activities, there is a wide range of linguistic abilities, including spelling, vocabulary, and grammar (Khafidoh, 2022). Linguistic intelligence is also related to speaking ability

(Hidayat & Nurjannah, 2022). This is the intelligence of an orator, comedian, radio celebrity, or politician who often uses words to manipulate and influence. Linguistic intelligence is a valuable cognitive ability that finds practical application in various aspects of daily existence, including verbal communication, auditory comprehension, and textual interpretation of anything from traffic signs to classic novels, and writing anything from E-mail messages and letters to poetry and office reports (Armstrong, 2005).

Linguistic intelligence manifests itself in words, both written and spoken. People who have this intelligence also have very high auditory skills, and they learn through listening. They enjoy reading, writing, and talking and enjoy interacting with words. They worship words not only for their expressed and implied meaning but also for their form and sound (Jasmine, 2016). If summarized, it will become basic competitions such as speaking, telling, informing, giving orders, writing and expressing in words. The activities encompassed in this domain include utilizing a non-native language for communication, facilitating the understanding of spoken or written content through interpretation or translation, imparting knowledge through teaching and lecturing, engaging in intellectual discourse through discussion and debate, conducting systematic investigations through research, perceiving auditory information through listening, converting spoken content into written form through transcription, ensuring accuracy and quality through proofreading and editing, utilizing computer software for document creation and manipulation, organizing and preserving information through archiving, and conveying information through reporting (Hoerr, 2007).

## **2) Logical-Mathematical Intelligence**

Logical-mathematical intelligence involves number-processing skills or the ability to use logic or common sense (Armstrong, 2005). This is the intelligence that scientists use when creating hypotheses and diligently testing them with experimental data (Sugianto & Racmah,

2022). It is also the intelligence that tax accountants, computer programmers, or mathematicians use (Armstrong, 2005).

People with this intelligence like to work with data, such as collecting and organizing, analyzing and interpreting, concluding and then implementing it (Ma'arif & Sulistyani, 2019). They see and observe patterns and relationships between data. They like solving mathematical problems and playing strategic games such as chess. They tend to use various graphics to please themselves and to convey information to others. This intelligence is characterized as left brain activity (Jasmine, 2016). If summarized, it will become basic competencies such as financial planning, preparing budgets, conducting economic research, making hypotheses, making estimates, recording, calculating, using statistics, auditing, creating theories, analyzing, systematizing, grouping, and sorting (Hoerr, 2007).

### **3) Visual-Spatial Intelligence**

This intelligence is the intelligence of images and visualization. This intelligence involves the ability to visualize images in one's head or create them in two or three dimensions (Armstrong, 2005). Artists or sculptors have this intelligence to a high degree (Munajah & Sutena, 2021). Likewise, an inventor can visualize a discovery before describing it on paper. An inventor, Nikola Tesla, was said to be able to design and test his inventions in his mind. Einstein said he used this intelligence in creating his theory of relativity (Armstrong, 2005).

People who have this type of intelligence tend to think in or with images and tend to like drawing, painting, or carving ideas that are in their heads and often present the atmosphere and feelings of their hearts through art. They are very good at reading maps and diagrams and enjoy putting together or assembling jigsaw puzzles. This intelligence can be described as right brain activity (Jasmine, 2016). If summarized, it will become basic competitions of creative activities which include drawing, painting, picturing, creating visual presentations, designing, imagining, inventing, illustrating, coloring, drafting, graphs and maps, photographing, decorating, and making films (Hoerr, 2007).

#### 4) Musical Intelligence

The capacity to sing songs, maintain musical melodies, have a sense of rhythm, or just appreciate music is considered musical intelligence. In its more sophisticated form, this intelligence includes divas and piano virtuosos from the world of art and culture. But although often associated with the world of entertainment, many practical careers in life also require musical intelligence, including disc jockey, sound technician, piano tuner, electronic products salesperson, and music therapist (Armstrong, 2005).

People with this intelligence tend to like listening to music, perhaps collecting cassettes or CDs and songs on cellphone playlists, and can often play a musical instrument. They sing using the right chords and can remember and vocally reproduce melodies (Jasmine, 2016). They can also move rhythmically when accompanying music (Sejati, 2023) or create rhythms and songs to help him remember facts and information. If summarized, it will become basic competitions such as singing, playing musical instruments, recording, improvising, changing songs, transcribing, arranging, listening, distinguishing and tuning notes, orchestrating, analyzing, and criticizing musical genres (Hoerr, 2007).

#### 5) Kinesthetic Intelligence

Actors, athletes, dancers, sculptors, and surgeons all exhibit kinesthetic intelligence, which is the capacity to use one's entire body to communicate thoughts and feelings. Physical abilities including balance, dexterity, flexibility, speed, strength, and the capacity to receive inputs (proprioception) as well as touch-related abilities are all included in this intelligence. Children with this intellect will be able to express themselves via movement with ease. They can effortlessly convey their thoughts, feelings, and sensations through their body language, including their hands, feet, and faces (Ma'arif & Sulistyanik, 2019).

#### 6) Intrapersonal Intelligence

Intrapersonal intelligence is a person's ability to understand oneself and be able to act adaptively based on self-knowledge.



Intrapersonal intelligence includes a person's ability to reflect and balance themselves, have a high awareness of ideas, make personal decisions, be aware of their life goals, can control their emotions so they appear very calm. People who have intrapersonal intelligence will be able to concentrate well (Azis et al., n.d.).

#### **7) Interpersonal Intelligence**

Interpersonal intelligence is defined as a person's ability to understand and be sensitive to other people's feelings, motivation, character, temperament, facial expressions, voices, and signals from other people. Interpersonal intelligence tends to understand someone to establish relationships and communicate with other people (Indria, 2020). This intelligence can be dominant among different major of students. This can be seen at the research done by Yulianto Eko that among other intelligences, the interpersonal intelligence was the highest score got by students of Department of Mechanical Engineering Education (Wibowo et al., 2020).

#### **8) Naturalist intelligence**

The naturalist intelligence encompasses the ability to comprehend and appreciate the intricacies of plant and animal life, derive pleasure from the natural world, and effectively apply this understanding in agricultural practices, hunting activities, and the acquisition of knowledge pertaining to nature. People who have naturalist intelligence can live outside the home, make good relationships, and make friends (Syarifah, 2019).

#### **9) Existential Intelligence**

Existential intelligence is more concerned with a person's sensitivity and ability to answer the deepest questions regarding human existence. People who have existential intelligence try to realize and look for the deepest answers. The question that arises is why am I there? Why am I dead? What is the meaning of this life? How do humans get to the goal of life? (Azis et al., n.d.).

Although multiple intelligences look different from one to others, there are correlations among those as showed by result of the research done by Tulika Borah and friends. The statistics demonstrate that there are high positive relationships between spatial-visual and logical mathematical intelligences, followed by spatial and bodily kinaesthetic intellect, spatial-visual and musical intelligence, and spatial-visual and artistic intelligence. While the rest are weak correlation and non-significant correlation (Borah et al., 2022).

**c. Discussion**

**a. Development of Multiple Intelligence Theory in Islamic Education Teaching**

**1) Linguistic Intelligence (Language)**

Children that are gifted in languages have highly developed hearing skills and like experimenting with language sounds. They frequently think in words. They are often engrossed in reading and busy writing stories, and poetry, or are talented storytellers. They often like playing with words and maybe they know rhymes, lyrics, or little things by heart. They might aspire to work as secretaries, editors, authors, social scientists, humanities professors, or politicians. They pick up information most effectively when spoken, heard, and seen (Armstrong, 2005).

Thomas Armstrong said that the best way for gifted children to learn in this area is by saying, hearing, and seeing words. The best ways to motivate them at home include talking to them, providing plenty of books, recordings, and spoken word tapes, and creating opportunities for writing (Armstrong, 2005). Students are given opportunities to make presentations, deliver lectures or advice, start discussions, make stories and narrate stories, produce drama scripts, write Islamic poetry, read the Qur'an, and read package books that are available in class as part of the school's efforts to develop verbal-linguistic intelligence (Seknun & Attamimi, 2022).

**Commented [RV8]:**

The discussion and/or analysis must be relevant to the study results and need more narration about how the data can be linked to the problem. Then, what is the argument for this paper? Please add your argument and start by saying what the author wants to argue in this article. And then, compare the findings with the latest theories or findings from international studies. A conceptual framework needs to be made clear to get the appropriate discussion.

In the Discussion, we recommend that you complete the information by paying attention to aspects related to the research data that you have obtained. We suggest that you build on your arguments, and we suggest starting by clearly identifying the point of contention that you wish to explore in this article. In order to achieve an in-depth and substantial discussion, it is important that you design a very detailed conceptual framework. Thus, you will be able to create a strong foundation to direct readers through the contents of the articles that you present.

Also add elements that support each argument, such as case examples or relevant empirical evidence. These details will enrich the reader's understanding of the point of view that you put forward in your writing. Be sure to refer to valid and relevant sources to strengthen your argument.

In addition, it should be emphasized that the formulation of a clear conceptual framework will help set the course for a structured and focused discussion. The use of precise definitions and accurate terminology will also enrich your discussion. By following this guide, you will be able to write articles that are informative, intellectually strong, and able to answer the issues raised in depth. It is important to note that critical evaluation is a key element that will give depth to your analysis.

In Islamic Education, students who have this type of intelligence, can learn Arabic fast. Arabic is one of the tools to understand the Qur'an and religious books that written in Arabic. They also have a big opportunity to be good orators to spread the Islamic teaching.

## **2) Logical-Mathematical Intelligence**

Children who have advantages in this intelligence think numerically or in the context of logical patterns and sequences, or other forms of logical thinking. As teenagers, they are capable of very abstract forms of logical thinking. They like interacting with computers or chemical devices, trying to find answers to difficult problems. They frequently love brain-challenging puzzles and games like chess. These young people might aspire to work in the fields of science, engineering, computer programming, accounting, or even philosophy (Armstrong, 2005).

Thomas Armstrong said that children who have advantages in this type of intelligence learn by forming concepts and looking for patterns and abstract relationships. Give them concrete materials to experiment with, plenty of time to learn new ideas, patience in answering their curious questions, and logical answers to the answers you give (Armstrong, 2005). The school's efforts to develop logical-mathematical intelligence are by training students to count on materials related to calculating such as zakat, inheritance, and prayer, raising problems related to the material, being included in mathematics and science olympiads, inviting students to carry out experiments and use charts or tables to explain certain material (Seknun & Attamimi, 2022). In addition, the teacher can develop several intelligences by using the worksheet based on multiple intelligences that contains various activities according to the five intelligences stimulated in the worksheet. In addition to being presented with reading material, students are also encouraged to articulate their understanding of the content, so enhancing their verbal-linguistic intelligence. Students can independently derive their own understanding from the assigned reading material without any explicit

guidance from the instructor, and then articulate the knowledge they have acquired (Dewi & Martini, 2020).

People who have this intelligence are very easy to understand the science of inheritance distribution and *zakat* calculation in Islam. So, teachers should prepare them with learning methods and materials that can accelerate their achievement.

### **3) Visual-Spatial Intelligence**

Children who have this intelligence tend to think in the form of visualizations and images. These kids will be particularly sensitive to changes in your home's décor and will react, whether they like it or not. They frequently enjoy completing jigsaw or maze puzzles. In their spare time, they draw, create, assemble Lego sets, or simply daydream. They might aspire to work as urban designers, artists, mechanics, or architects (Armstrong, 2005).

Thomas Armstrong said that children who excel in this area learn most effectively visually. They need to be taught through images, visual metaphors, and colors. The best way to motivate them is through media such as films, slides, videos, diagrams, maps, and graphs. Give them opportunities to draw and paint (Armstrong, 2005). The school's efforts to develop visual-spatial intelligence include providing supporting facilities such as an art room, showing videos, using image media, and teaching students to make mind maps about the laws of reading the Qur'an and writing verses of the Qur'an with beautiful calligraphy art (Seknun & Attamimi, 2022).

### **4) Musical Intelligence**

Children who have musical intelligence often sing, hum, or whistle alone. They may even be able to play a musical instrument or be a member of a choir. Other kids with comparable skills, nevertheless, exhibit this potential more in their love of music. They'll be really passionate about music. They are also sensitive to nonverbal noises in their environment, like as distant bells and the crackling of crickets (Armstrong, 2005).

Furthermore, Thomas Armstrong also mentioned that children with musical intelligence learn through rhythm and melody. They can learn anything more easily if it is sung, beat, or whistled. Use a metronome, percussion instrument, or music software as a way to help learn new material. Let them study accompanied by their favorite music if that helps (Armstrong, 2005). The school's efforts to develop musical intelligence include providing music room facilities complete with musical equipment, forming music groups, and providing trainers who are competent in the field of music to train students' musical talents, apart from singing and listening to music, students are also invited to appreciate the contents of the content. music and reading the Qur'an in a melodious voice (Seknun & Attamimi, 2022).

#### **5) Kinesthetic Intelligence**

Children who have highly developed kinesthetic intelligence often cannot sit still while eating and are usually the first to ask permission to leave the house to play. They process knowledge through bodily sensations. Some people are gifted with athletic prowess or the talents of a dancer, actor, or mime; they are excellent mimics of both your finest and worst characteristics. Others possess exceptional motor coordination and thrive at tasks like typing, sketching, mending, sewing, and crafts. They might aspire to work as an actor, mechanic, carpenter, athlete, or pilot. They require chances to practice or see something shown in motion (Armstrong, 2005).

Children who have highly developed kinesthetic intelligence often cannot sit still while eating and are usually the first to ask permission to leave the house to play. They process knowledge through bodily sensations. Some people have the talent of an athlete, or they have the talent of a dancer, an actress, or a mime; they are excellent at mimicking both your finest and worst characteristics. Others have exceptional motor skills and excel at tasks like typing, sketching, mending, sewing, crafts, and similar tasks. They might aspire to work as a mechanic, carpenter, actor, sportsperson, or pilot. They require chances to practice what they are learning through movement or demonstration (Armstrong, 2005).

The school's efforts to develop kinesthetic intelligence include providing facilities in the form of sports and arts facilities, carrying out practices such as prayer, pilgrimage, tayammum caring for corpses, acting out a drama in front of the class and performing a regional dance (Seknun & Attamimi, 2022).

#### **6) Intrapersonal Intelligence**

Children who have highly developed intrapersonal intelligence know who they are and what they can accomplish in the world. They are often good at setting targets for themselves, and if they don't reach those targets, they are good at creating new, more realistic targets. They may have a great need for solitude and reflection. Because of their extraordinary aptitude for discerning someone's sentiments and intentions, these kids are skilled at mediating disputes among their pals. They might desire to work as counselors, business owners, or community leaders (Armstrong, 2005).

Children with tendencies in this direction learn most effectively when allowed to set goals, choose their activities, and determine their progress through whatever projects interest them. These kids are self-motivated. Give them opportunities to learn on their own, at their own pace, and undertake individual projects and games (Armstrong, 2005). The school's efforts to develop intrapersonal intelligence include allowing students to choose extracurricular activities that suit their interests and talents, providing advice to students, conducting assessments between friends, and conducting self-assessments (Seknun & Attamimi, 2022).

It is very easy for them to do *muhasabah* activities and fill in their own worship activity book such as praying on time, fasting on Mondays and Thursdays and helping others. Teachers can train this since they are at school.

#### **7) Interpersonal Intelligence**

Children who are talented in the field of interpersonal intelligence can understand people. They are often leaders among their friends. They organize, communicate, and manipulate. Because of their extraordinary

aptitude for discerning someone's sentiments and intentions, these kids are skilled at mediating disputes among their pals. They might desire to work as counselors, business owners, or community leaders (Armstrong, 2005).

The best way for gifted children in this category to learn is by connecting and working together. They need to learn through dynamic interactions with others. Provide various types of games that they can play with their friends. Allow children to participate in after-school activities, clubs, committees, and volunteer organizations (Armstrong, 2005). The school's efforts to develop interpersonal intelligence include teaching students the ethics of politeness and mutual respect, involving students in discussions, giving group assignments, and allowing students to help friends who do not understand the material that has been presented (Seknun & Attamimi, 2022).

#### **8) Naturalist Intelligence**

Children who are very competent in this intelligence are nature lovers. They would rather be outdoors, in a field or forest, hiking or collecting rocks or flowers, than cooped up at school or home. Some of these children feel a closer bond with nature than with humans. They may want to become a veterinarian, forest ranger, ecologist, or farmer (Armstrong, 2005).

Children who tend to be naturalists will become excited when involved in outdoor experiences. Give them access to forests to explore, rivers or lakes to swim, hills or mountains to climb, caves to investigate, and grasslands to explore freely, and they will often spend their time observing the living creatures that reside in each place (Armstrong, 2005). Children who tend to be naturalists will become excited when involved in outdoor experiences. Give them access to forests to explore, rivers or lakes to swim, hills or mountains to climb, caves to investigate, and grasslands to explore freely, and they will often spend their time observing the living creatures that reside in each place (Seknun & Attamimi, 2022).

### 9) Existential Intelligence

Existential intelligence places more emphasis on people asking about their selfhood, and their existence in the world. Developing this intelligence can be done by asking about our existence, about the origin and purpose of our life. Reading lots of religious, philosophical, and spiritual books can help develop existential intelligence (Fatonah, 2009). Activities that can develop this intelligence include: conversing about life, as well as instilling the values of worship, and so on (Berliana & Atikah, 2023). The school's efforts to develop spiritual existentialist intelligence are by holding religious activities such as reading the Qur'an every week, giving advice to students, reminding students to always be grateful, discussing with students about events that occur around them, telling exemplary stories of the Prophets and the Prophet's friends (Seknun & Attamimi, 2022).

In detail, applying the multiple intelligence approach in teaching requires paying attention to several steps, including (Suparno, 2004):

- 1) Identifying elements of multiple intelligences in curricular and extracurricular programs. For example, including arts programs in the curriculum.
- 2) Review technology systems and software programs to see what intelligence has been overlooked.
- 3) The teachers reflect on the student's abilities, then decide to voluntarily collaborate with other colleagues.
- 4) A learning process with certain responsibilities can be chosen as a learning method.
- 5) Discussions with parents and community members can open up valuable opportunities for students.

In developing Islamic Education teaching in schools according to the multiple intelligence types of each student, teachers can apply learning with a variety of methods and media. For example, in developing verbal-linguistic intelligence, namely by providing opportunities for students to make presentations, deliver lectures or advice, activate discussions, create



stories and tell stories, create drama scripts, write Islamic poetry, read the Qur'an, and read package books that are available in class. Then, in developing logical-mathematical intelligence, you can train students to count on materials related to calculating such as zakat, inheritance, and prayer, raise problems related to the material, be included in mathematics and science olympiads, invite students to carry out experiments and use charts or tables to explain certain material.

Furthermore, in developing visual-spatial intelligence, teachers can provide supporting facilities such as an art room, showing videos, using image media, and teaching students to make mind maps about the laws of reading the Qur'an and writing verses of the Qur'an with beautiful calligraphy art. Then, in developing musical intelligence, this can be done by providing music room facilities complete with musical equipment, forming music groups, and providing trainers who are competent in the field of music to train students' musical talents, apart from singing and listening to music, students are also invited to appreciate the content. musical content and reading the Qur'an in a melodious voice.

As for developing kinesthetic intelligence, teachers can provide facilities in the form of sports and arts facilities, carry out practices such as prayer, pilgrimage, tayamum and caring for corpses, or act out a drama in front of the class. Then, in developing intrapersonal intelligence, you can allow students to choose extracurricular activities that suit their interests and talents, provide advice to students, carry out assessments between friends, and carry out self-assessments. In developing interpersonal intelligence, students can be taught the ethics of politeness and mutual respect, students are involved in discussions, give group assignments, and allow students to help friends who do not understand the material that has been presented.

In developing naturalistic intelligence, teachers can direct students to study outside the classroom, observe natural conditions that will be analyzed in writing, hone students' creativity by using objects that can be recycled, and connect material with natural conditions outside the classroom. As well as developing spiritual existentialist intelligence, namely by carrying out religious activities such as reading the Qur'an every week, giving advice to

students, reminding students to always be grateful, discussing with students about events that occur around them, and telling stories. exemplary stories of the Prophets and their companions.

#### D. Conclusion

Conclusions that can be drawn from this research are: (1) The Theory of Multiple Intelligences is the ultimate confirmation that individual differences are significant. Its application in education is heavily reliant on the recognition, acknowledgement, and respect of the varied ways students learn, as well as each student's interests and talents. (2) There are nine types of intelligence proposed by Howard Gardner, namely linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalistic, and existential intelligence. (3) In detail, applying the multiple intelligence approach in learning requires paying attention to several steps, namely identifying, reviewing, collaborating, taking responsibility, and discussing.

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#### Commented [RV9]:

The conclusion needs to be discussed comprehensively. That section needs to be synthesized comprehensively, especially in terms of the author's critical evaluation of research findings, and must explain your contribution to knowledge. Correspondence of conclusions with results is highly recommended. Conclusions must certainly be able to answer the purpose of this study.

#### Commented [RV10]:

Seeing as your research is literature, there should be a lot of references, especially if you take it from 2019-2023. Try using the publish and peris application to search for the literature you want.

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Salami Mahmud <salamikaya@gmail.com>

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Thank you for your contribution and cooperation.

*Best Regards,*

**Finance Team**

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Salami Mahmud <salamikaya@gmail.com>

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## [peuradeun] APCs Received

2 messages

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**Siti Rahmi** <finance.jip@scadindependent.org>  
Reply-To: Siti Rahmi <finance.jip@scadindependent.org>  
To: Salami Salami <salamikaya@gmail.com>

Sun, Aug 4, 2024 at 11:30 PM

### Article ID: 1215

*Dear Authors/Contributors,*

Thank you for the participation charge that you transferred to **Jurnal Ilmiah Peuradeun** for the title "**Integrating Howard Gardner's Multiple Intelligences In Islamic Education: A Systematic Review of Indonesian Practices**".

Your Article Publishing Charges (APCs) has been received.

Your paper will be sent right away to copyediting along with the Letter of Article Acceptance (LAA). As a result of long lines and repeated wait times before manuscripts are sent for publication editing, we really appreciate your patience during the predetermined time of the process. If you have any questions, please do not hesitate to contact us.

Thank you for your contribution and cooperation.

*Best Regards,*

**Finance Team**

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**Salami Mahmud** <salamikaya@gmail.com>  
To: Siti Rahmi <finance.jip@scadindependent.org>

Mon, Aug 5, 2024 at 7:18 AM

Thank you for the update.

[Quoted text hidden]



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## [peuradeun] Editor Decision

1 pesan

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**Ramzi Murziqin** <ramzimirziqin@scadindependent.org>  
Kepada: Salami Mahmud <salami.mahmud@ar-raniry.ac.id>

5 Agustus 2024 pukul 00.01

**Article ID: 1215**

*Dear Salami Mahmud (Author):*

Thank you for submitting your manuscript to **Jurnal Ilmiah Peuradeun** about "*Integrating Howard Gardner's Multiple Intelligences in Islamic Education: A Systematic Review of Indonesian Practices.*".

**Our decision is to: Accept Submission to Publish.**

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Thank you for considering this journal as a venue for your work. If you have any questions, please do not hesitate to contact us.

Thank you for your contribution and cooperation.

*Best Regards,*

Ramzi Murziqin  
SCAD Independent, Aff. Ar-Raniry State Islamic University, Indonesia  
[ramzimirziqin@scadindependent.org](mailto:ramzimirziqin@scadindependent.org)

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## **LETTER OF ARTICLE ACCEPTANCE**

Dear Authors/ Contributors,

Thank you for your contribution and interest in the Jurnal Ilmiah Peuradeun.

We are pleased to inform you that your paper has been accepted for publication in the Jurnal Ilmiah Peuradeun (JIP), the Indonesian Journal of Social Sciences.

After a review by the Editorial Board and Reviewers, the decision is: **ACCEPTED FOR PUBLICATION**.

**Title of Paper** : **Integrating Howard Gardner's Multiple Intelligences In Islamic Education: A Systematic Review of Indonesian Practices**

**Author(s)** : **Salami Mahmud, AM Riska Musfirah, Cut Nyak Marlina, Syiva Fitria, Hendriyanto Bujangga, Syatria Adymas Pranajaya, Afif Alfiyanto**

**Received on Date** : **December 17, 2023**

**Accepted on Date** : **August 01, 2024**

**Issue** : **Vol. 12, No. 3 (2024)**

**Publication on Date** : **September 30, 2024**

**DOI** : **<https://doi.org/10.26811/peuradeun.v12i3.1215>**

All accepted papers have undergone a strict peer-reviewed process and are therefore qualified to be published in the JIP based on Terms and Conditions as follows:

<https://journal.scadindependent.org/index.php/jipeuradeun/editorialpolicy>.

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Due to the long queue and some waiting periods involved before the paper was finally published, your patience is much appreciated.

Congratulations on the acceptance of your paper, and thank you for your contribution and interest in the Jurnal Ilmiah Peuradeun.

Best Regards,



**Ramzi Murziqin**  
Editor in Chief



Note: DOI will be active after the date of publication

Editorial Office:

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## [peuradeun] Editor Decision

2 pesan

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**Tabrani ZA** <tabraniza@scadindependent.org>

31 Agustus 2024 pukul 17.04

Kepada: Salami Mahmud <salami.mahmud@ar-raniry.ac.id>

**Article ID: 1215**

*Dear Salami Mahmud (Author):*

The editing of your submission, "**Integrating Howard Gardner's Multiple Intelligences In Islamic Education: A Systematic Review of Indonesian Practices,**" is complete. We are now sending it to production.

You can monitor the progress of your paper stages process directly in your account, and each stage will be notified to you about the progress of your paper. We hope you can be patient for a predetermined time of the process.

If you have any questions, please do not hesitate to contact us. Thank you for considering this journal as a venue for your work.

Submission URL: <https://journal.scadindependent.org/index.php/jipeuradeun/authorDashboard/submission/1215>

*Best Regards,*

Tabrani ZA  
SCAD Independent Research Institute, Indonesia  
[tabraniza@scadindependent.org](mailto:tabraniza@scadindependent.org)

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**Salami Mahmud** <salami.mahmud@ar-raniry.ac.id>

31 Agustus 2024 pukul 20.04

Kepada: Tabrani ZA <tabraniza@scadindependent.org>

Thank you for your email.  
Best Regards,

Salami Mahmud  
[Kutipan teks disembunyikan]

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## [peuradeun] Editor Decision

2 pesan

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Tabrani ZA <tabraniza@scadindependent.org>

12 September 2024 pukul 17.35

Kepada: Salami Mahmud <salami.mahmud@ar-raniry.ac.id>

### Article ID: 1215

*Dear Salami Mahmud (Author):*

The editing of your submission, "**Integrating Howard Gardner's Multiple Intelligences in Islamic Education: A Systematic Review of Indonesian Practices**," is complete. We are now sending it to production.

You can monitor the progress of your paper stages process directly in your account, and each stage will be notified to you about the progress of your paper. We hope you can be patient for a predetermined time of the process.

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*Best Regards,*

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Salami Mahmud <salami.mahmud@ar-raniry.ac.id>

13 September 2024 pukul 05.01

Kepada: Tabrani ZA <tabraniza@scadindependent.org>

Thank you so much for the great news!

[Kutipan teks disembunyikan]