

Medan, Desember 10-11, 2019

## Human And Multi Freedom In The Quran

<sup>1</sup>**Zulkarnein Lubis**

<sup>2</sup>**Robie Fanreza**

<sup>3</sup>**Juli Maini Sitepu**

<sup>1</sup> Lecture University Of Muhammadiyah Sumatera Utara, Indonesia ( [zulkarneinlubis@umsu.ac.id](mailto:zulkarneinlubis@umsu.ac.id) )

<sup>2</sup> Lecture University Of Muhammadiyah Sumatera Utara, Indonesia ( [robiefanreza@umsu.ac.id](mailto:robiefanreza@umsu.ac.id) )

<sup>3</sup> Lecture University Of Muhammadiyah Sumatera Utara, Indonesia ( [julimaini@umsu.ac.id](mailto:julimaini@umsu.ac.id) )

---

**Abstrak :** Intelligence is not the same between one human and another human, but all humans must have intelligence, because intelligence is regulated by the human brain it self. With intelligence possessed by humans allows humans themselves to adapt to their daily lives. Intelligence is influenced by genetic factors, the environment, education, motivation and individual experience. Intelligence possessed by an individual will have an influence in his life making it easier for him to achieve something that is in accordance with their respective abilities. In the Koran intelligence is in the spiritual realm that is located in the heart. The concept of intelligence in the view of the Qur'an is studied in three concepts, including: The concept of Ulil Abshar, the concept of Ulin Nuha, and the concept of Ulil Albab. Whereas in a multi-intelligence view, intelligence is divided into many, among others: kinesthetic intelligence, linguistic intelligence, visual-spatial intelligence, mathematical logic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, emotional intelligence and spiritual intelligence.

Keywords: *Human, Multi-Intelligence, Intelligence In The Quran*

---

### A. INTRODUCTION

All humans born into this world must have intelligence, it's just sometimes difficult to determine what intelligence a person has due to a lack of ability to see the characteristics of each intelligence. In addition, limitations in seeing intelligence are also influenced by concepts about academic scores and the results of IQ tests that have been followed. Human intelligence is one of the most valuable assets. Many definitions of intelligence by experts, each of whom has a different view of intelligence. Intelligence itself according to Santrock is a thinking skill and the ability to adapt and learn from everyday life experiences (John W.Santrock, 2007). All human intelligence comes from the brain, because the brain functions as an engine producing intelligence. However, humans will not be able to use their intelligence if there is no learning process. The human brain can be used through thinking and thinking it is learning.

Allah has created and provided a container of intelligence in humans in brain cells. The human brain has a complex and sophisticated nervous system that cannot be copied by any machine. If the nerves of the brain are given a stimulus, new bridges of knowledge will be formed, which later the connection node between the knowledge bridges will be built by the bonds between Myelin in brain neurons. The more vertices between bridges that are built, the more qualified the brain is so that humans are more intelligent (Alamsyah Said, Andi Budimanjaya, 2015). Starting from here, during the learning process takes place the results of the human mind through the learning process are produced and developed until the human stage reaches its maximum competence. Human intelligence will develop as the quality of learning does.

During this time many people assume that intelligent people are seen from the results of IQ scores (intelligence quotient). The higher a person's IQ score, the smarter the person is, otherwise the lower the person's IQ score, the more stupid the person is. But if seen in reality, many people who have high IQ scores but fail to adapt to the environment, are less able to socialize, unable to control emotions and have a low spiritual level, and conversely there are people who are mediocre IQ scores but are able to adapt to good, have a lot of social relations, and are able to control emotions in each different situation. When viewed from several differences like this, IQ scores cannot be used as a benchmark to see whether someone is said to be intelligent or not, because basically intelligent has many perspectives. So values and beliefs will form a different view of intelligence in each person (Alamsyah Said, Andi Budimanjaya, 2015).

Multiple intelligence, which is often known as plural intelligence or compound intelligence, reveals that humans are born smart, because every human brain has lobes of the brain which are intelligence spaces. In the AL-Qur'an concept, the level of intelligence of a person is closely related to spiritual values that originate from monotheistic values. So intelligence does not only concern the cognitive realm that refers to the level of brainpower (IQ), but also to the spiritual realm (spiritual intelligence), and the emotional realm (emotional intelligence) (Jalaluddin, 1999).

Multiple intelligence was first introduced by Howard Gardner in 1983 in his book *Frames of mind: The Theory of Multiple Intelligence*. Through this book, Howard Gardner wants to prove that intelligence is not only determined by numerical values as explained by previous experts (Hope Phillips, 2010). Besides intelligence also can not be measured directly, because it is impossible for us to see the human cranium to see directly how much intelligence humans have. Intelligence can only be evaluated indirectly by comparing the intelligence actions exhibited by someone and by looking at the behavioral characteristics exhibited by someone who is different from most people.

Howard Gardner, known as a pioneer of multiple intelligence theory divides human intelligence into eight types, namely kinesthetic intelligence (gestures), linguistic intelligence (language), mathematical logic intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and intelligence natural. According to Gardner of the eight intelligences, humans

must have one or more of these types of intelligence. Through this theory Howard Gardner wants to define the concept of intelligence and to answer the question whether the previous method that claims intelligence can be measured through truly scientific numbers.

**a. Problem Formulation**

The formulation of the problem in this paper is :

1. What is meant by intelligence?
2. What factors affect intelligence?
3. What are the types of multiple intelligence?
4. How does the Qur'an view intelligence?
5. What are the effects of multiple intelligence on human life?

**b. Purpose of the Problem**

The objectives to be achieved in this paper are :

1. To find out the definition of intelligence
2. To find out what factors influence intelligence
3. To find out the types of multiple intelligence
4. To determine the effect of multiple intelligence in human life

**B. DISCUSSION**

**a. Definition of Intelligence**

In a large Indonesian dictionary, intelligence comes from the word intelligent, which means perfect development of the mind (to think, understand, and so on) (Tim Penyusun Kamus P3B, 1996). According to Santrock intelligence is a thinking skill and the ability to adapt and learn from everyday life experiences. Intelligence will be interpreted differently from one another. This can be influenced by the values and beliefs of everyone. Intelligence can also be defined as a general talent for learning or an ability to learn and use knowledge or skills (Robert E. Slavin, 1999).

Binet, who was one of the pioneers in measuring the intelligence of his work, greatly advanced science, but it also began to shape the idea that intelligence is something in which there are intelligent people who can be expected to perform well in various learning situations. according to Binet that intelligence is :

1. The ability to direct thoughts and actions.
2. The ability to change the direction of action when demanded so, meaning that intelligence can make adjustments in a particular environment.
3. The ability to criticize yourself, meaning that intelligence is able to change all.

Thurstone explained that intelligence consists of seven primary mental abilities: verbal understanding, numerical ability, word fluency, visualization of space, sociative memory, thinking, and perceptual speed. According to Robert J. Senberg's triarchic intelligence theory, intelligence emerges in the form of analysis, creative, and practical. Analysis intelligence is the ability to analyze, evaluate,

evaluate, compare and contrast. Creative intelligence is the ability to create, design, create, embrace, and imagine. Practical intelligence focuses on the ability to use, apply, implement and practice (Juli Maini Sitepu, 2018).

Multiple intelligence or commonly called plural intelligence is a variety of skills and talents that students have to solve various problems in learning (Muhammad yaumi, Nurdin Ibrahim, 2013) . In the classical psychometric view, intelligence is operationally defined as the ability to answer items on an intelligence test. The conclusion of a test score on an ability is supported by an intelligence test. The theory of multiple intelligences, on the other hand, pluralizes the traditional concept. Intelligence is a computational ability, the ability to process certain types of information originating from biological and psychological factors so that humans have certain intelligence that enables them to have expertise in problem solving (Howard Gardner, 2013).

#### **b. Factors Affecting Intelligence**

Every human being born will have a different intelligence. The difference in intelligence is caused by several factors, among other things :

1. Genetic factors. Genetic or hereditary role in human intelligence. Children who have high or low intelligence depend on the *keturanannya*. Environmental factors. In addition to genetic factors, one's intelligence is also influenced by the environment. Children's school achievements can be improved by enriching the environment and the children's authenticity needed for later work can be improved by enriching their environment. Education. High quality early education (up to the age of five) will significantly increase children's intelligence, even if the child comes from a poor family.
2. Motivation. Daniel Goleman identified that a person can make himself smarter when he is able to motivate himself and survive in the face of frustration.
3. Experience. Someone who has prior experience with information will better understand the information than someone who has never known the information (Robert E.Slavin, 1999).

#### **c. Concepts of Intelligence in the Perspective of the Quran**

In the Qur'an, intelligence is contained in three main concepts :

1. The concept of *Ulil Abshar*. That is a concept that illustrates the ability of humans to see using the heart. Inner vision. This concept is contained in the AL-Qur'an in the letter Ali Imran which states: "Indeed, you already have two groups facing each other (Padar War). One group fights in the way of Allah and the other (a group) of infidels who see with their eyes, that they (the Muslim group) are doubting them. God strengthens with His help for whom He wills. Indeed in that there are lessons for people who have visions (eyes of the heart) (QS.3: 3). Next it is stated in Surat An-Nur: "Allah replaced night and day. Indeed in such, there must be a lesson for people who have (sharp) eyesight. "(Qur'an, 24: 44).
2. The concept of *Ulin Nuha*. The concept of *Ulil Nuha* is found twice in the Qur'an, in the Thaha letter: "Eat and feed your animals. In this there are signs

(the greatness of God) for intelligent people (QS.20: 54). Also: "So it is not a guide for them (the polytheists) how many generations) before those whom we have destroyed, even though they passed (the marks) where they lived (the people)? Indeed in that there are signs of Allah's power) for those who understand (QS.20: 128). In this verse statement, Uli Al-Nuha is associated with the ability of reason to understand the signs of God's omnipotence both in animal life, to historical events and relics. The intelligence in the concept of Uli al-Noah does not only refer to the intelligence of the brain, but also to other aspects that are spiritual and moral.

3. The Ulil Albab concept. the concept of Uli Albab is listed 15 times in a letter in the Qur'an and refers to various contests. The first is the context that relates to the attitude of taqwa stated in the Qur'an (QS.2: 179). The second context is related to the ability to understand the Shari'a and the Qur'an revealed in Surah Al-Baqarah (QS.2: 269). In Surah Ali Imran (QS.3: 7), (QS.3: 190). The characteristics of Ulul Albab are always related to the value of faith, as well as the ability to understand all forms of parables that Allah Almighty presents in His history, His majesty, verses that indicate God's omnipotence.

#### **d. Types of Intelligence**

Howard Gardner as the originator of the theory of multiple intelligence divides eight human intelligences, among others :

1. **Lingusitic:** This intelligence includes the ability to link some information into meaningful information. Individuals who excel in this intelligence show flexibility in producing language and are able to distinguish between vocabulary items and sequences. In addition, individuals who have this intelligence prefer to read, write and tell stories and master the rules of grammar and structure of language.
2. **Logical-Mathematical:** The ability to use numbers effectively, sensitivity to logic, relationships, hypothesis testing, classification, reasoning and understanding of abstract relationships. People who have this type of intelligence are able to develop hypotheses needed to solve problems, recognize abstract graphics and relationships, high ability to think and solve problems, formulate logical questions, and superiority in logic related to science.
3. **Interpersonal:** The ability to recognize feelings, intentions, interpretations of others, distinguish between motives and feelings, sensitivity to the gestures and facial expressions and sounds of others, respond to others in practical ways, and have the ability to influence others. This type of intelligence provides an opportunity to understand others, identify the desires of others and interact with others effectively. Individuals who excel in this intelligence prefer to work in teams and have skills in leadership, organization, communication, mediation, and negotiation.
4. **Intrapersonal:** This intelligence refers to self-knowledge and the ability to adapt based on possessed knowledge, formulate an accurate picture of oneself, including strengths and limitations and awareness of internal

moods and the ability to control oneself and self-esteem. People who have this intelligence can distinguish between their own feelings to formulate mental models about themselves, make decisions about various aspects of their lives and enjoy feelings of ego and personal skills.

5. Bodily-kinesthetic: The ability to use the whole body to express thoughts and feelings, such as in acting, dance and dexterity in the use of hands such as in sculpture, drawing, and surgical procedures. This type of intelligence includes physical skills such as: coordination, strength, speed, balance, and flexibility. People, who have this intelligence, excel at physical activity, coordination between visual and motor stimuli, and they have a tendency to move and touch things physically.
6. Music: The ability to understand musical pieces and distinguish them, has a sensitivity to the rhythm and taste of music. This musical ability provides an opportunity to understand sounds, give them meaning, and diagnose musical tones. It appears that this type of intelligence can be seen in people who can remember tones, recognize tones, sounds, and rhymes
7. Visual-Spatial: The ability to see the visual-spatial world accurately. This intelligence includes sensitivity to colors, lines, models, spaces and relationships between these elements and directing themselves precisely in a spatial matrix. This intelligence enables individuals to understand visual and spatial information and create visual representations of the world and the ability to adapt them intellectually, see directions, recognize faces or places, highlight details and process geographical maps, paintings, tables, games and mazes.
8. Visual-Spatial: The ability to see the visual-spatial world accurately. This intelligence includes sensitivity to colors, lines, models, spaces and relationships between these elements and directing themselves precisely in a spatial matrix. This intelligence enables individuals to understand visual and spatial information and create visual representations of the world and the ability to adapt them intellectually, see directions, recognize faces or places, highlight details and process geographical maps, paintings, tables, games and mazes.

In addition to the eight types of human intelligence put forward by Howard Gardner, there are many other intelligences, such as :

1. Spiritual intelligence. Wiggles worth (2002) revealed the concept of spiritual intelligence is the ability to behave lovingly and wisely in maintaining peace of heart so that a balanced life can be realized. Characteristics of people with spiritual intelligence are having honesty and the ability to influence others. Spiritual intelligence is very important in increasing students' abilities, maximizing self-confidence, and increasing levels of achievement to be able to solve problems and avoid negative tendencies, and that can help to get rid of laziness (Bolghan-Abadi, Ghofrani, & Abde-Khodaei , 2014).

2. Emotional intelligence. The term emotional intelligence was first coined by Peter Salovey and D Mayer as a challenge to the belief that intelligence is not based on information derived from emotional processes. They impose emotional intelligence as an ability to understand emotions, use and use emotions to help the mind, recognize emotions and emotional knowledge and direct emotions emotionally so as to lead to emotional and intellectual development. (Salovey & Sluyter, 1997).

Based on Joane's response, there are several indicators of emotional intelligence, among others :

1. Self-Awarenees
2. Self-Regulation
3. Motivasi
4. Empati
5. Social Skills

### **C. Effects of Multiple Intelligence on Humans**

Intelligence has a great influence in human life. As long as humans live, will always use their intelligence in dealing with and solving problems. The better a person's intelligence, eating, the better the problem solving is made, and conversely the lower one's intelligence, eating will be difficult for them to make an appropriate solution in solving the problem at hand.

In the concept of Al-Qur'an the level of intelligence of a person is closely related to spiritual values that originate from the values of monotheism that exist in the Qur'an: "We have not spread your chest (QS.94: 1). "My Lord, broaden my breasts, ease my business, smooth my tongue so that they will understand my words." (QS, 20: 25-28). "Whoever Allah wants to get guidance, then he expands his chest against Islam, then he walks on the light of his Lord. "(QS.6: 125).

In the concept of the Qur'an which says intelligence is in the spiritual realm ie in the heart it is stated in the Qur'an: "Allah has locked their hearts to death, and listened to them, and their visions were closed." (QS.2 : 7) In their hearts there is a disease, and Allah adds the disease "(QS, 2:10)." And when it is said to them: "Do not make mischief on earth," they replied: "Indeed we are people that make improvements. "(QS.2: 11). This statement shows, if the heart (qalb) is no longer functioning normally (sick) then it loses "the ability to distinguish between right and wrong. No matter how high the level of intellectual intelligence it has, it will not be able to distinguish between something good and beneficial from the bad and damaging (mudharat), as well as between repair and destruction. His vision completely loses its function, like a deaf and mute person.

The influence of multiple intelligence has been proven by JINGCHEN XIE AND RUILIN LIN from the Department of Commercial Design, Chienkuo Technology University, Taiwan (JINGCHEN XIE AND RUILIN LIN, 2009). Through his research conducted to combine multiple intelligence theory with one chosen subject, namely color theory. In this study Ruilin divided the two groups of students from polytechnics in Taiwan. The experimental group was given a method of chasing based on multiple intelligence, while the control group was given a

traditional learning method. From the experimental results it was found that there were significant differences in the project assignments given between the control class and the experimental class, where the experimental class that had been given a multiple-intelligence-based learning method was better than the control class that was only traditionally given the learning method. Through this multiple intelligence based method, it can also give teachers choices in teaching methods, and make students more able to explore the power of their intelligence.

The application of multiple intelligence has also been carried out by Joan Hanafin from the University of Limerick. From the findings that investigate the application of the theory of multiple intelligence in class. From the projects carried out in class by applying multiple intelligence theory, it is found that students are more active and motivated and have better and deeper memory. The students involved in this project are more confident so that the class becomes more fun and the students' learning outcomes also increase. For the teachers themselves to be motivated to work even harder in designing more interesting learning processes by changing learning methods based on multiple intelligence.

Multiple intelligence only affects a number of things in human life such as motivation and experience, such as research conducted by Karim Hajhashemi, Nerina Caltabiano, Neil Anderson and Seyed Asadollah Tabibzadeh. In this study looked at the relationship between multiple intelligence and motivation and learning experiences through online video. By the way videos are accessed by students using various digital media devices. From the results obtained overall multiple intelligence significantly correlates positively with learning experiences and negatively correlates with student motivation. From the results of this research it is also seen that all students have low scores on existential intelligence and there are differences between male and female students, differences in mathematical and intrapersonal intelligence. This proves that through the video provided, student experience is increasing, but does not affect student motivation and there are significant differences between the experiences of male students and female students.

#### **D. Conclusions**

Intelligence is a skill that a person has in learning something and uses the knowledge and skills possessed in daily life. In the AL-Qur'an intelligence is in the spiritual realm that is located in the heart. The concept of intelligence in the view of the Qur'an is studied in three concepts, including: the concept of Ulil Abshar, the concept of Ulin Nuha, and the concept of Ulil Albab. Howard gardner as the originator of multiple intelligence theory assumes that humans have one or more intelligences that are influenced by several factors such as genetic factors, environmental factors, educational factors, motivational factors and individual experiences. As for the types of intelligence created by gardner, among others :

1. Kinesthetic intelligence (body ability)
2. Linguistic intelligence (language skills)
3. Logical-mathematical intelligence
4. Visual-spatial intelligence
5. Musical intelligence



6. Interpersonal intelligence
7. Intrapersonal intelligence
8. Naturalist intelligence

Of all the intelligences, all of them have an influence on human life. Humans who have intelligence will enable them to excel in the fields they master, and this ability will not be the same from one another.

## REFERENSI

Alamsyah Said, Andi Budimanjaya. (2015). *95 Strategi Mengajar Multiple Intelligence*. Jakarta: Kencana.

Hope Phillips. (2010). Intelligences: Theory and Application, Perspectives in Learning: A Journal of the College of Education & Health Professions. *Columbus State University*, 11(1).

Howard Gardner. (2013). *Multiple Intelligence: Terjemahan*. Jakarta: Daras Books.

Jalaluddin. (1999). *Psikolgi Pendidikan Islam*. Yogyakarta: Pustaka Pelajar.

JINGCHEN XIE AND RUILIN LIN. (2009). Research on Multiple Intelligences Teaching and Assessment,. *Asian Journal of Management and Humanity*, 4(2).

John W.Santrock. (2007). *Perkembangan Anak*,. Jakarta: Erlangga.

Juli Maini Sitepu. (2018). Meningkatkan Kemampuan Motorik Halus Anak Melalui Teknik Mozaik Di Raudhatul Athfal Nurul Huda Kecamatan Sunggal Kabupaten Deli Serdang. *INTIQAD*.  
<https://doi.org/https://doi.org/10.30596/intiqad.v8i2.729>

Muhammad yaumi, Nurdin Ibrahim. (2013). *Pembelajaran Berbasis Kecerdasan Jamak*,. Jakarta: Kencana.

Robert E.Slavin. (1999). *Psikologi Pendidikan Teori dan Praktik*. Jakarta: indeks.

Tim Penyusun Kamus P3B. (1996). *Kamus Besar Bahasa Indonesia* (Edisi Ke D). Jakarta: Balai Pustaka.