



Extracurricular Implementation of Students' Interpersonal Intelligence at MIN 2 Kediri

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abstract

The focus of this research is how students at MIN 2 Kediri can enhance their interpersonal intelligence through extracurricular activities. A person's ability to understand, interact, and build social relationships is known as interpersonal intelligence, which is an important component of multiple intelligences. This research uses a descriptive qualitative approach that collects data through observation, in-depth interviews, and documentation. Students, the principal, and extracurricular activity supervisors are the subjects of this research. The research results show that extracurricular activities at MIN 2 Kediri, such as scouting, hadrah, dance arts, and sports, are conducted systematically and focus on the development of students' social character. Through group activities, students are encouraged to communicate actively, cooperate, appreciate differences, and demonstrate empathy and leadership qualities. The process of implementing these activities is also supported by the active role of the mentors who regularly guide and evaluate the students. The results of this study indicate that extracurricular activities significantly contribute to the development of students' interpersonal intelligence. In order for extracurricular programs to effectively develop students' social skills as a whole, teachers, parents, and the school environment must collaborate more effectively.

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abstrak

Fokus penelitian ini adalah bagaimana siswa MIN 2 Kediri dapat meningkatkan kecerdasan interpersonal melalui kegiatan ekstrakurikuler. Kemampuan seseorang untuk memahami, berinteraksi, dan membangun hubungan sosial dikenal sebagai kecerdasan interpersonal, yang merupakan komponen penting dari kecerdasan majemuk. Penelitian ini menggunakan pendekatan kualitatif deskriptif yang mengumpulkan data melalui observasi, wawancara mendalam, dan dokumentasi. Siswa, kepala sekolah, dan guru pembina ekstrakurikuler adalah subjek penelitian ini. Hasil penelitian menunjukkan bahwa kegiatan ekstrakurikuler di MIN 2 Kediri, seperti pramuka, hadrah, seni tari, dan olahraga, dilakukan secara sistematis dan berfokus pada pengembangan karakter sosial siswa. Melalui aktivitas kelompok, siswa didorong untuk berkomunikasi secara aktif, bekerja sama, menghargai perbedaan, dan menunjukkan empati dan sikap kepemimpinan. Proses pelaksanaan kegiatan ini juga didukung oleh peran aktif pembina yang secara teratur membimbing dan mengevaluasi siswa. Hasil penelitian ini menunjukkan bahwa aktivitas ekstrakurikuler memberikan kontribusi signifikan terhadap pengembangan kecerdasan interpersonal siswa. Agar program ekstrakurikuler dapat membentuk kemampuan sosial siswa secara keseluruhan, guru, orang tua, dan lingkungan sekolah harus bekerja sama lebih baik.

INTRODUCTION

Education must pay attention to the affective and social development of students in addition to focusing on their cognitive development. Interpersonal intelligence is a type of social intelligence that is important to develop early on. This includes a person's ability to understand the feelings, motivations, and character of others, as well as the ability to interact and build social relationships positively.(Gardner, 2000) The reinforcement of interpersonal intelligence is particularly relevant in primary education, where students are in the early stages of character formation and social relationships. Education focuses not only on mastering academic material, but also on the formation of students' character and social intelligence.(Istiningsih et al., 2015) One of the important aspects of social intelligence is interpersonal intelligence, which is a person's ability to communicate, interact, and build positive relationships with others. In the context of basic education, the development of interpersonal intelligence is essential to help students adjust to social environments, form empathetic attitudes, and improve cooperation and leadership skills.(Archana, 2025)

Schools use extracurricular activities as one of the strategies to support students' interpersonal intelligence. Extracurricular activities provide students with the opportunity to build social skills directly in a variety of activity contexts.(Putri, 2018) They get the opportunity to communicate, empathize, work in groups, and resolve conflicts constructively.(Muslich, 2022), Extracurricular activities are one of the effective media that can support the development of students' interpersonal intelligence.(Yuni et al., 2023) Through extracurriculars, students are given the opportunity to actively participate in various activities that involve social interaction, collaboration, and the development of communication skills.(Scott, 2020) In addition, extracurricular activities also encourage students to express their talents and interests positively in a supportive environment.

As one of the State Ibtidaiyah Madrasah in Kediri Regency, MIN 2 Kediri realizes how important extracurricular activities are to build students who are moral and able to socialize.

Many extracurricular activities at the school, such as scouting, hadrah, dance, and sports, help students interact with their peers and the surrounding environment. These extracurricular activities not only help channel students' interests and talents, but also help strengthen social and religious principles among students.(MIN 2 Kediri, t.t.)

However, the implementation of extracurricular implementation does not always run optimally and is not necessarily able to make a significant contribution to students' interpersonal intelligence if it is not properly organized and facilitated.(Narmoatmojo, 2022) Therefore, research on the implementation of extracurricular activities on interpersonal intelligence is very relevant to find out how the process of implementing these activities in schools and their impact on the social-emotional development of students. This research is focused on the implementation of extracurricular activities at MIN 2 Kediri as one of the basic education institutions that actively develops extracurricular activities as part of efforts to build students' character and interpersonal intelligence.

The purpose of this study is to explain how extracurricular activities at MIN 2 Kediri affect the development of students' interpersonal intelligence. In addition, this research will investigate the coaching approaches used by teachers, the difficulties they face when implementing them, and how much of an impact these activities have on students' social abilities. The results of this research are expected to help build character education in elementary schools, especially in madrasas. (Syanto et al., 2013) This study discusses the influence of extracurricular activities on the development of students' interpersonal intelligence.

METHODS

The approach used in this study uses a descriptive qualitative approach that is useful for producing descriptive data in the form of written or oral from a person and the observed behavior. This approach was chosen because it aims to explore in depth how the implementation of extracurricular activities can affect the development of students' interpersonal intelligence in the school environment. The subjects of this study are MIN 2 Kediri students who actively participate in extracurricular activities, extracurricular coaching teachers, and school principals as managers of extracurricular programs.(Scott, 2018) The sampling technique uses purposive sampling, taking into account the most representative students and coaching teachers who play a direct role in the implementation of the activity. Data was collected through several techniques, including in-depth interviews, participatory observations, and documentation. Interviews were conducted to obtain direct information from the subjects about their experiences and perceptions regarding the impact of extracurriculars on interpersonal intelligence.(Wakke, 2019) Observation is used to observe social interactions and group dynamics during extracurricular activities. Meanwhile, the documentation includes activity records, extracurricular schedules, and related evaluation results. So this approach is aimed at the context and the individual as a whole. (Niam et al., 2024) Therefore, this research is in the nature of finding a theory, where researchers must go directly into the field to observe, record, ask questions and explore sources related to research on development Interpersonal Intelligence. Then the results of this study are expected to provide a complete and well-structured picture of the development Interpersonal Intelligence in extracurricular activities at MIN 2 Kediri.

RESULTS AND DISCUSSION

Extracurricular

Extracurricular activities have a positive effect on student development, both academically and non-academically. These activities provide students with the opportunity to explore their talents, potential, and interests outside of the classroom and form strong character through an enjoyable learning experience. Extracurriculars also help students better understand how to interact with others, work together, and develop social relationships.(Gardner, 2006) The steps taken by MIN 2 kediri in planning extracurricular activities are: 1) Determining the type of extracurricular activities, This is in line with Abdurahman's research which states that to help young children develop their talents and interests, it is important to choose the right extracurricular activities from an early age.(D et al., 2024) The selection of the type of extracurricular activities is based on the child's interests. Programs for students should consider developmental aspects and be tailored to their needs, interests, and abilities. MIN 2 Kediri also considers organizing extracurricular activities that are self-developmental, such as leadership, public speaking, and other life skills. The selection of the type of extracurricular activities will be adjusted to the interests and talents of students, as well as the needs of the school in developing students' potential optimally. 2) Identify the goals and benefits of extracurricular activities, the benefits of extracurricular activities at MIN 2 Kediri Namely helping children in physical, emotional, social, and cognitive development as well as as a process of self-awareness development activities. Each extracurricular activity is designed to provide an experience as well as help learners build a strong foundation for further development and learning. 3) Determining the person in charge or coordinator of each extracurricular, This is supported by research from Yulyanti that organizing is the process of determining tasks and responsibilities that must be carried out by each individual who holds a certain position, so that extracurricular activities can run well (Yulyanti kk, 2022). 4) Determining facilities and infrastructure, determining the budget for extracurricular activities, educational unit facilities are defined as everything needed to support the implementation of the educational process in an educational unit, which can be in the form of physical, social, and cultural needs. Meanwhile, infrastructure elements include buildings, sports facilities, art facilities, and other supporting infrastructure.(Saputri & Sa'adah, 2021) 5) Determine the schedule of extracurricular activities, Determine the schedule of extracurricular activities at MIN 2 Kediri requires careful planning, paying attention to various aspects such as time, duration, availability of facilities, and teachers. With a well-planned schedule, extracurricular activities can run smoothly, providing a fun and rewarding learning experience for students.

School development through curricular or intracurricular activities aims to develop the ability of participants to be assessed holistically. The main goal is to help participants develop their intellectual, emotional, spiritual, and social abilities. The identification of the goals and benefits of extracurricular activities at MIN 2 Kediri is supported by research from Khusna Arifudi and Opan who discuss the purpose and benefits of carrying out extracurricular activities. Planning extracurricular activities in schools needs to be based on specific and measurable goals. In addition to offering a wide range of educational opportunities, extracurricular goals must align with the school's educational vision and mission. The school is able to determine whether or not the goals of the activity are achieved. (Arifudin, 2025)

Through this development, the school tries to prepare the participants to become more proficient people and prepare for future challenges.(Siwi & Sanoto, t.t.)

The application of this extracurricular is in line with the purpose of character education in madrasas, which is to form socially and emotionally intelligent individuals. The coaching teacher also plays the role of facilitator and guide, ensuring that the activity runs effectively. With this approach, MIN 2 Kediri is able to create a learning environment that supports the growth of interpersonal intelligence optimally. In addition, extracurricular activities are also a means of self-actualization for students who may not be academically promising, but have strong social abilities. An extracurricular environment that is more flexible and fun encourages students to be more open and active in interacting.

Extracurricular activities at MIN 2 Kediri are intended to improve students' character education. The school does not only concentrate on academic achievement; It also emphasizes the importance of building social values and attitudes through activities outside of the classroom. Every Saturday, structured activities such as scouting and robotics, tambourine Tuesday, dance, Wednesday sports such as volli, table tennis, and futsal, Thursday futsal, drum band, and Monday qiro'ah, calligraphy, chess and blu tangin, all extracurricular activities are carried out with the guidance of a coaching teacher who has received special training. In this activity, students are educated to be disciplined, respect differences, work together, and complete tasks in groups.(MIN 2 Kediri, t.t.) This method is in accordance with the outline of the national education policy that places character education as the basis for learning.(Anshori, 2017)

In the implementation of extracurricular activities at MIN 2 Kediri, it is also seen that it is able to develop interpersonal intelligence, namely children can socialize well with their peers, are able to communicate well, and cooperate with each other in groups. This is also in line with Gardner's theory that interpersonal intelligence is the ability to understand and be sensitive to the feelings, intentions, motivations, dispositions and temperaments of others. This theory was also clarified by Thomas Armstrong where interpersonal intelligence is the ability to understand and make differences in moods, intentions, motivations and feelings towards others which includes sensitivity to facial expressions, sounds and gestures.(Armstrong, 2020)

The active involvement of students in extracurricular activities makes them more confident and more responsible towards the group. In interviews with teachers and students, it was found that students who frequently participated in extracurricular activities showed positive behavioral changes, such as becoming more open, participating in active discussions, and adapting easily to new friends. This shows that extracurriculars are not only a place to spend free time, but also a place to get real social lessons.(Sulianah, 2025)

In the implementation process, the madrasah gives students the freedom to choose extracurricular activities that suit their interests and talents. This approach helps to increase students' motivation to participate actively, so that the social learning process can take place naturally and fun. The coaching teacher plays the role of a facilitator, not only as a technical instructor, but also as a character and social guide for students during activities. The assessment of extracurricular activities is not only seen from the output or final results, but also from the process of student involvement, cooperative attitudes, and interactions built during activities. This is an important indicator in seeing the development of students' interpersonal intelligence.

That extracurricular activities have a strategic role in shaping and developing students' interpersonal intelligence. Extracurriculars such as scouting, hadrah, sports, and arts provide a forum for students to interact actively, honing communication skills, teamwork, empathy, and leadership. The implementation of extracurriculars at MIN 2 Kediri runs in a structured manner by involving coaching teachers who play the role of social facilitators, not just technical instructors. Through a communicative and participatory approach, students gain hands-on experience in interacting with peers and teachers, so that their interpersonal intelligence increases significantly. Extracurricular activities selected based on students' interests and talents also increase their motivation and involvement, so that the social-emotional development process can take place optimally. Assessments that focus on the process of social interaction and cooperative attitudes provide a more holistic picture of the development of interpersonal intelligence.

Interpersonal Intelligence

Interpersonal intelligence is a type of multiple intelligence introduced by Howard Gardner in his theory of Multiple Intelligences. This intelligence refers to an individual's ability to understand, respond, and establish good relationships with others. Children who have high interpersonal intelligence tend to be able to cooperate, empathize, and show good social attitudes in the surrounding environment. In the context of basic education, interpersonal intelligence plays an important role in shaping children's social character, building a sense of tolerance, and improving constructive communication skills.

At MIN 2 Kediri, the development of intelligence is one of the focuses in the learning process and non-academic activities. Interpersonal intelligence includes the ability to interact effectively with others, including understanding their feelings, motivations, and attitudes.(Gardner, 2000) Based on observations in the field, MIN 2 Kediri students show good social skills, especially in terms of cooperation, communication, and concern for friends. This cannot be separated from the school culture that emphasizes Islamic values in daily life. In internalizing interpersonal intelligence, students must be able to interact with others, which can be seen from their ability to ask questions of coaches and get along with peers from other classes. Students can also show collaboration, for example with this teamwork helps them develop socially and interact with others.(Salsabilla & Zafi, 2020)

The development of interpersonal intelligence in extracurricular activities at MIN 2 Kediri can have a positive impact on students, such as improving communication skills, cooperation, and problem solving. Well-designed extracurricular activities can be an effective forum for practicing students' social and emotional skills, so they are prepared for future difficulties.(Hamdiyati, 2023)

Students at MIN 2 Kediri interact with each other in class and outside the classroom. Teachers always encourage students to complete assignments in groups, talk, and help each other. In addition, students' empathy and social concern are also strengthened through religious activities such as joint tadarus, congregational prayers, and internal social activities.(Armstrong, 2020) This strategy is in line with Gardner's idea that concrete social experiences and supportive environments can shape interpersonal intelligence.(Gardner, 2006)

Extracurricular activities at MIN 2 Kediri are very important to improve students' interpersonal intelligence. The ability to understand and interact with others, including the ability to communicate, cooperate, and understand and respond to the emotions of others, is

defined by Gardner as interpersonal intelligence.(Armstrong, 2020) Students are invited to support each other in various activities, such as scouting, dance, hadrah, and sports. Students are directly taught about their role in the team and how to fit in with friends through the social interactions that occur during these activities.

Interpersonal Intelligence Through Extracurriculars

Interpersonal intelligence is a person's ability to understand, communicate, and interact effectively with others. One effective way to develop this intelligence is through extracurricular activities at school. Extracurriculars such as scouting, musical arts, sports, and social activities provide space for students to practice cooperation, communication, empathy, and leadership. In scouting, for example, students learn to work in groups and solve problems together. Art activities such as hadrah and marawis foster coordination and mutual respect between members. Meanwhile, sports train sportsmanship and solidarity. With active involvement in extracurriculars, students can hone their social skills in real terms, so that their interpersonal intelligence develops optimally and becomes an important provision in social life. Extracurriculars help develop interpersonal intelligence through cooperation, communication, empathy, and student leadership.

Extracurricular activities are an important part of the education system that not only supports academic development, but also plays a big role in shaping the character and development of students' social-emotional intelligence. One of the important intelligences that elementary school students learn is interpersonal intelligence. The ability to understand and interact with others, as well as the ability to read impulses and build harmonious social relationships, is considered interpersonal intelligence, according to Howard Gardner.(Armstrong, 2000) This intelligence development is actively used in extracurricular activities at MIN 2 Kediri. These activities aim to showcase students' interests and talents and help build their social character.(Gardner, 2006)

Collaborative learning on interpersonal intelligence is an important part of a person's ability to work in a group, interact effectively, and achieve common goals. Howard Gardner in *The Theory of Multiple Intelligences* cited by Nada identifies interpersonal intelligence as the ability to understand, cooperate, and interact with others. This intelligence is an important foundation in collaborative learning, where individuals must use social skills, such as empathy, communication, and cooperation to achieve group goals. (Nada, 2023) Various types of extracurricular activities such as scouting, sports, music arts, hadrah, marawis, and other social activities actually provide space for students to develop interpersonal intelligence. In scouting, students learn to work in squads, perform roles, and face group challenges. In art activities such as hadrah, students learn to maintain cohesiveness, coordination, and respect the role of each group member. Similarly in sports, students are trained to respect their opponents, maintain sportsmanship, and build solidarity.

Extracurricular activities at MIN 2 Kediri are very helpful for students to learn interpersonal intelligence, which is an important component of the social and character learning process.(Abidin, 2019) Extracurricular activities such as scouting, hadrah, dance arts, and sports provide students with opportunities to learn communication, teamwork, leadership, and empathy. For example, in scouting activities, students are divided into small squads and asked to complete tasks together. These tasks can include making yells, building tents, or participating

in agility competitions. Each activity requires students to speak, provide criticism, and appreciate the contributions of others. Gradually, these experiences improve interpersonal skills and provide concrete social learning. (Agustini et al., 2019)

In addition, art activities such as hadrah and dance also greatly affect the development of students' interpersonal intelligence. Students are educated to collaborate in groups, follow a common rhythm, and stay compact. (Jayanti, 2020) Extracurricular coaches instill principles such as tolerance, patience, and mutual respect during exercises. This has been shown to help students become more sensitive to the needs and emotions of others, and help them work better together.(Intan Oktaviani Agustina et al., 2023)

Observations of the implementation of extracurriculars show that students who are actively involved in these activities are more confident, more easily socialized, and show a positive attitude in daily interactions in the school environment.(Salsabilla & Zafi, 2020) Teachers also observed an increase in cooperative behavior and better communication in the classroom, especially from students who were initially quiet or less active. This is proof that interpersonal intelligence can grow through activities designed with a collaborative and social approach.(Psychologist et al., 2023) The implementation of these extracurricular activities not only requires careful planning, but also the active involvement of all madrasah components. Although there are still challenges, the existence of extracurricular programs as an integral part of the madrasah education system has great potential in supporting the growth of students' interpersonal intelligence that is balanced intellectually, socially, and spiritually.

The success of extracurricular programs in developing students' interpersonal intelligence is influenced by several supporting factors, including the full support of the madrasah head, parents, the active involvement of the coaching teachers, and the enthusiasm of students in participating in activities. A conducive social environment in madrassas also encourages the creation of a humanist and dialogical learning process.

Thus, extracurricular activities at MIN 2 Kediri are not only a medium for talent development, but also function as a forum for the formation of students' social character.(Ariyanti & Himsyah, 2021) Through directed and consistent coaching, students not only thrive academically, but also emotionally and socially. The implementation of extracurricular activities oriented towards the values of togetherness and effective communication has been proven to be able to significantly improve students' interpersonal intelligence. (City, 2023)

The results of this study are in line with the findings of Jayanti (2020) which shows that art activities such as dance are able to increase interpersonal intelligence through cooperation and empathy between group members. Similarly, research by Yuni et al. (2023) confirms that scouting activities can shape students' discipline, responsibility, and social communication skills. These similarities show that group-based extracurricular activities consistently have a positive impact on the formation of interpersonal intelligence. However, the results of this study also show a uniqueness, namely the active role of coaching teachers at MIN 2 Kediri who not only act as instructors, but also as social facilitators who guide students in understanding group dynamics and managing emotions positively. This strengthens the view of Agustina et al. (2023) that the success of extracurricular activities is highly determined by the quality of interaction and assistance from coaches.

These findings also support Howard Gardner's (2000) theory of *Multiple Intelligences*, specifically interpersonal intelligence that develops through meaningful social experiences.

Activities such as scouting, hadrah, and sports provide opportunities for students to learn to recognize feelings, understand social roles, and communicate empathically with peers. In addition, the results of this research can be explained through the Social Learning theory from Bandura, which emphasizes that individual social behavior is formed through the process of observation and imitation of models in their environment. In the context of MIN 2 Kediri, teachers, coaches and peers play a role as a positive social model, which encourages the formation of empathy, cooperation, and social responsibility among students.

The main supporting factors for the success of the extracurricular program at MIN 2 Kediri include the support of the madrasah head, the enthusiasm of students, and the commitment of the coaches in providing continuous guidance. In addition, the existence of a religious and collaborative social environment in the madrasah also strengthens the social values developed in each activity. However, there are still several obstacles such as time constraints, inadequate facilities, and differences in participation rates among students. This condition is in line with the findings of Narmoatmojo (2022) who stated that the successful implementation of extracurricular activities is highly dependent on the readiness of school management and the support of available resources.

From the results of this study, it can be concluded that extracurricular activities not only function as a means of channeling interests and talents, but also as a medium for the formation of students' social and emotional character. Implicitly, schools need to strengthen coordination between teachers, madrasah heads, and parents to ensure that extracurricular activities are not only oriented to technical results, but also to social learning processes that build interpersonal intelligence. With a collaborative and reflective approach, extracurricular activities can be an effective strategy in building a communicative, empathetic, and characterful school culture.

CONCLUSION

Interpersonal intelligence is one of the important aspects in shaping students' character at the elementary education level. Through well-designed and implemented extracurricular activities, MIN 2 Kediri has succeeded in providing the right space for students to hone their social skills. Various activities such as scouting, art, sports, and other skills have been proven to be able to form students' cooperative attitudes, empathy, and communication skills. Extracurricular activities at MIN 2 Kediri have been proven to increase students' interpersonal intelligence. Students have the opportunity to learn to work together, communicate well, understand the feelings of others, and build healthy social relationships through activities such as scouting, hadrah, dance, and sports. This activity fosters student empathy, responsibility, and leadership through interactions that happen forever. Social character development, not mastery of technical skills, is the focus of teacher development and extracurricular coaches. Students who actively participate in extracurricular activities tend to be more confident, open, and more able to adapt and resolve conflicts in groups, according to observations and interviews. This shows that extracurricular activities at MIN 2 Kediri have succeeded in becoming one of the strategic ways to improve interpersonal intelligence starting from an early age. Therefore, extracurricular activities at MIN 2 Kediri not only help students in non-academic matters, but also play an important role in the formation of students' personalities so that they can interact positively with others. To maintain this positive impact, schools, parents, and the surrounding environment must continue to support extracurricular activities to develop according to the needs of students and face the challenges of the times.

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