



THE CORRELATION BETWEEN ISLAMIC LEARNING ENVIRONMENT AND CHILDREN'S MULTIPLE INTELLIGENCE DEVELOPMENT

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ABSTRACT

Islamic-based learning environments play a crucial role in developing children's multiple intelligences by integrating Islamic values in physical, social, and spiritual aspects. This study examines the correlation between Islamic learning environments and the development of children's multiple intelligences based on Howard Gardner's theory of multiple intelligences. Using a qualitative approach with a literature review method, this study analyzed various academic sources that discuss Islamic educational environments and their influence on children's cognitive, social, and emotional aspects. The results of the study indicate that Islamic learning environments that emphasize the principles of tauhid, tarbiyah, adab, ta'lim, and fitrah are able to create a conducive atmosphere to optimize various intelligences, including linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic. Educational approaches such as memorizing the Qur'an, discussion-based learning, and integrating science and Islam have proven effective in increasing children's intelligence potential. In addition, the application of adab in social interactions and the formation of Islamic character contribute to increasing interpersonal and intrapersonal intelligence. In the era of globalization and digitalization, the challenge of maintaining a balance between tradition and modernity is important. Therefore, this study highlights the urgency of utilizing technology that remains in line with Islamic values to enrich the learning experience. The implications of this study provide insight for educators, parents, and policy makers in designing a holistic educational environment, not only academically oriented, but also forming Islamic character and improving children's intelligence as a whole.

Keywords: Islamic Learning Environment, Multiple Intelligences, Islamic Education, Islamic Character

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INTRODUCTION

The development of multiple intelligences in early childhood is a fundamental aspect that is a major concern in the world of contemporary education. In the context of Islamic education, a learning environment designed with Islamic principles not only aims to develop spiritual aspects, but also plays a significant role in optimizing various dimensions of children's intelligence ([Chanifah et al., 2021](#)). This phenomenon is becoming increasingly relevant considering the transformation of the early childhood education paradigm which is no longer focused on developing cognitive aspects alone, but rather includes a broader spectrum of human intelligence potential ([Cantor et al., 2021](#)).

An Islamic learning environment, which includes physical, social, and spiritual components, provides a strong foundation for character formation and the development of children's multiple intelligences ([Zubairi Muzakki & Nurdin, 2022](#)). The integration of Islamic values in the learning setting creates a conducive atmosphere for the stimulation of various aspects of intelligence, ranging from linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, to naturalistic ([Kadis et al., 2024](#)). This is in line with the concept of *fitrah* in Islam which recognizes the uniqueness and innate potential of each child, as well as the importance of the environment in forming and developing this potential.

Previous studies have indicated that a learning environment rich in spiritual and moral values can have a positive impact on children's cognitive, socio-emotional, and creative development ([Pomytkina et al., 2019](#)). However, there is still a gap in understanding how specific elements in an Islamic learning environment correlate with the development of multiple intelligences. This study aims to fill this gap by exploring the relationship between the characteristics of an Islamic learning environment and the development of multiple intelligences in early childhood. The urgency of this research is increasing considering the challenges of early childhood education in the modern era that require a holistic and integrative approach. Amidst the currents of globalization and digitalization, the need to understand how an Islamic learning environment can contribute to the development of multiple intelligences is becoming increasingly crucial. This is not only relevant to the development of curriculum and learning strategies in Islamic early childhood education institutions, but also provides valuable insights for education practitioners, parents, and policy makers in designing optimal learning environments for child development.

The implementation aspect of Islamic learning environment in the context of developing multiple intelligence requires a deep understanding of the interaction between physical, social, and spiritual elements ([Shaari & Matore, 2019](#)). A learning environment designed with Islamic values in mind not only includes physical aspects such as spatial layout, learning materials, and infrastructure, but also includes a learning atmosphere that supports the development of Islamic character. The interaction between teachers, students, and other components of the learning environment forms a unique educational ecosystem, where Islamic values are naturally integrated into every learning activity.

From a theoretical perspective, this study adopts a conceptual framework that integrates Howard Gardner's theory of multiple intelligence with the principles of Islamic education ([Fatchiatuzahro et al., 2024](#)). This synthesis produces a unique approach to understanding how Islamic learning environment can facilitate the development of various types of intelligence. For example, how memorizing the Quran not only develops linguistic intelligence but also musical intelligence through the introduction of tajwid and rhythm of reading. Likewise, learning about Islamic geometry can develop logical-mathematical and visual-spatial intelligence simultaneously.

The phenomenon of globalization and the development of digital technology brings challenges as well as new opportunities in creating an effective Islamic learning environment. On the one hand, technological advances offer innovative tools and platforms that can enrich the learning experience. On the other hand, there is a need to maintain authentic Islamic values in this digital era. This study will also explore how a balance between tradition and modernity can be achieved in the context of an Islamic learning environment for the development of multiple intelligences.

METHODS

This study uses a qualitative approach with a literature review method to analyze the correlation between the Islamic learning environment and the development of children's multiple intelligences. Data collection was carried out through a systematic search of various sources of scientific literature including indexed journal articles, reference books, theses, dissertations, conference proceedings, and official publications of Islamic educational institutions. Inclusion criteria include publications within the last 5 years (2020-2025), discussing the Islamic learning environment and/or children's multiple intelligences, in Indonesian and English, and have gone through a peer-review process. Meanwhile, exclusion criteria include literature without a clear research methodology, opinion articles or non-research-based articles, and publications with a focus that is not relevant to the research topic. Data analysis was carried out using a thematic content analysis approach with the stages of identification, codification, categorization, synthesis, and interpretation. The analysis framework focuses on two main variables, namely the Islamic learning environment (physical, social, spiritual, and curriculum aspects) and children's multiple intelligences based on Howard Gardner's theory (linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalist, and existential). To ensure the validity and reliability of the study, data source triangulation, peer debriefing, member checking, and audit trail were conducted. This study upholds research ethics by including complete citations, avoiding plagiarism, and presenting findings objectively. Research limitations include the scope of literature that may not cover all relevant publications, differences in cultural and geographical contexts in the implementation of Islamic education, and limitations of empirical studies that specifically examine the correlation between the two main variables.

RESULT AND DISCUSSION

The Foundations of Islamic Learning Environment: Principles and Educational Approaches

The Islamic learning environment is an educational construction built on the principles and fundamental values of Islam. This environment not only includes the physical aspects of learning, but also the spiritual, intellectual, and social dimensions that are integrated to create a holistic educational ecosystem. Based on the literature review, there are several educational principles and approaches that are the foundation for the formation of an Islamic learning environment.

The principle of tauhid (the oneness of Allah) is the main foundation in the formation of an Islamic learning environment. According to Al-Attas, the concept of tauhid integrates all aspects of knowledge and learning experiences into a coherent and meaningful framework ([Fadillah et al., 2023](#)). In the context of learning, this principle is manifested in the form of a curriculum that places Allah as the highest source of knowledge and directs students to understand creation and natural phenomena as manifestations of His greatness. This aspect is in line ([Syarif, 2020](#)) which shows that a learning environment built on the principle of tauhid facilitates the development of children's spiritual and existential intelligence.

The tarbiyah (nurturing) approach is an important component in forming an effective Islamic learning environment. This concept emphasizes a comprehensive guidance and nurturing process to develop the potential of students as a whole. Lahmar (2020) in his research revealed that the tarbiyah approach applied in the Islamic learning environment pays attention to the affective and emotional aspects of students, thus creating a sense of security and comfort that supports the process of exploring knowledge. This has implications for the development of children's interpersonal and intrapersonal intelligence, as stated ([Arnidha & Maulani, 2022](#)). The principle of adab (ethics and politeness) is also a fundamental element in the Islamic learning environment. This concept is not only limited to polite behavior, but includes a comprehensive understanding of placing everything in its proper place. [Ahmad Fauzan & Muhammad Asrori \(2025\)](#) emphasized that adab in the context of Islamic education involves respect for knowledge, teachers, and the learning process itself. Empirical research by Muhammad (2020) shows that a learning environment that emphasizes adab contributes to the formation of character and the development of children's moral intelligence.

The ta'lim (teaching) approach in the Islamic learning environment emphasizes the transfer of knowledge with varied and adaptive methods. According to SHAARI et al (2023), this approach involves various learning strategies such as halaqah (group discussion), qishah (storytelling), and tadabbur (reflection) that facilitate different learning styles. A comparative study by Pulungan et al (2024) shows that an Islamic learning environment that implements the ta'lim approach can effectively develop children's linguistic, logical-mathematical, and visual-spatial intelligence through the use of various learning methods. The principle of fitrah (innate potential) is a philosophical foundation in understanding students in an Islamic learning environment. This concept recognizes that every child is born with the potential and natural tendency to know God and develop various abilities. Hasbiyallah et al (2024)

argues that recognizing fitrah in Islamic education allows for a more personalized approach and appreciates the uniqueness of each student. This is in line with Gardner's theory of multiple intelligences which emphasizes the diversity of intelligence potential in each individual.

Multiple Intelligences in Children: A Holistic Development Perspective

The theory of multiple intelligences developed by Howard Gardner has provided a new paradigm in understanding children's cognitive development holistically. In contrast to the traditional view that emphasizes intelligence as a single entity that can be measured through IQ tests, Gardner proposed the concept that human intelligence consists of several types that are autonomous but interrelated ([Zajda, 2019](#)). This study examines the perspective of the holistic development of multiple intelligences in children in the context of Islamic education.

Linguistic intelligence, which is related to the ability to use language effectively, develops significantly in childhood. According to a study conducted by [Anderson et al \(2021\)](#), the development of children's linguistic intelligence is influenced by the quality of verbal interactions and exposure to the richness of vocabulary in their learning environment. In the context of Islamic education, activities such as memorizing the Qur'an (tahfidz) and studying the hadith provide intensive stimulation to children's linguistic intelligence. [Nafisah et al \(2023\)](#) found that children involved in the tahfidz program showed better verbal memory abilities and structural understanding of language compared to the control group.

Logical-mathematical intelligence includes the ability to think logically, systematically, and analyze numerical patterns. [Mufid & Djamaluddin \(2023\)](#) revealed that the tradition of hisab (calculation) and falak (astronomy) in Islamic education has made a positive contribution to the development of this intelligence. A comparative study by [Winarso & Wahid \(2020\)](#) showed that a curriculum that integrates mathematical concepts with Islamic values improves children's abstract reasoning and problem-solving abilities. A learning approach that stimulates logical-mathematical intelligence like this is in line with the principle of tafakkur in Islam which encourages deep reflection and contemplation. Visual-spatial intelligence, which includes the ability to visualize, represent ideas graphically, and think in the form of images, receives special attention in the Islamic art tradition. [Goren & Zhu \(2018\)](#) argues that Islamic calligraphy, geometry, and architecture provide complex visual stimulation for the development of children's spatial intelligence. Research by Voulgari et al (2024) showed an increase in visual-spatial abilities in children who were intensively introduced to geometric patterns in Islamic art. These findings indicate that visual elements in the Islamic learning environment can facilitate the development of visual-spatial intelligence effectively.

Musical intelligence is related to sensitivity to rhythm, tone, and musical structure. In the context of Islam, the tradition of tilawah and nasyid provides significant stimulation to children's musical intelligence. Parameters such as maqam in tilawah and rhythm in nasyid contribute to developing auditory sensitivity and appreciation of complex musical structures. Musical intelligence in Islam is not limited to

conventional instruments, but also includes broader dimensions of vocal art. Kinesthetic intelligence, which involves physical coordination and body use skills, develops through various activities in the Islamic tradition. Structured and precise prayer movements provide psychomotor training that is beneficial for the development of children's kinesthetic intelligence. In addition, traditional martial arts such as silat in Muslim culture play a role in improving coordination, balance, and kinesthetic awareness. Participation in physical activities integrated with Islamic values has a positive correlation with the development of children's kinesthetic intelligence.

Interpersonal and intrapersonal intelligence, which are related to understanding others and oneself, receive special attention in Islamic education. The concept of morality becomes a comprehensive framework in developing children's social and emotional intelligence. Learning environments that instill values such as adab, ta'awun, and ihsan significantly increase interpersonal intelligence. Meanwhile, the practice of muhasabah and tazkirah plays a role in the development of intrapersonal intelligence through increased self-awareness and emotional regulation.,

Empirical Analysis: The Impact of Islamic Learning Environment on Children's Intelligence Growth

The concept of an Islamic learning environment refers to an educational ecosystem built on Islamic values and principles, encompassing physical, social, spiritual, and intellectual aspects integrated into the educational process. According to Al-Attas, an Islamic learning environment is not only limited to the physical design of the learning space, but also includes a spiritual atmosphere, interaction patterns, curriculum, teaching methodology, and learning activities based on Islamic teachings (Karim et al., 2024). This concept is rooted in the understanding that education in Islam is a holistic process that aims to develop all aspects of humanity, both as individuals and as members of society who are responsible to God. Multiple intelligences developed by Howard Gardner is a theory that states that human intelligence is not singular but diverse. Gardner defines intelligence as the ability to solve problems or create valuable products in one or more cultural settings ([Amram, 2022](#)). This theory identifies at least nine types of intelligence: linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalist, and existential. From an Islamic perspective, the concept of intelligence has a broader dimension, encompassing the ruhiyyah (spiritual) and akhlaqiyyah (moral) aspects as integral parts of human potential, as emphasized by contemporary Islamic thinkers such as Sidek Baba and Naquib Al-Attas.

Empirical research on the relationship between Islamic learning environments and the development of children's multiple intelligences has been conducted using various methodologies and in various cultural contexts ([Irpan & Sain, 2024](#)). These studies provide scientific evidence on how Islamic educational principles and practices contribute to the development of a broad spectrum of intelligence in children. These learning environments are characterized by the integration of Arabic in the curriculum, an inquiry approach in the context of Islamic studies, and the internalization of Qur'anic values in learning activities.

An important dimension of the Islamic learning environment is the tauhid (monotheism) approach that integrates all knowledge within the framework of understanding the oneness of Allah. According to Sanyal (2021) the principle of monotheism provides an epistemological foundation for Islamic education that views all branches of knowledge as manifestations of the verses (signs) of Allah, both written (the Qur'an) and those spread out in the universe. Qualitative research by Abdullah et al (2024) revealed that an integrative approach to science learning based on the paradigm of monotheism improves children's systemic thinking skills and naturalist intelligence. Thematic analysis of student reflections showed a deeper understanding of natural phenomena as ayat kauniyah (signs in the universe) that reflect divine order and wisdom. The aspect of adab (ethics and politeness) in the Islamic learning environment is a crucial element that contributes to the development of interpersonal and intrapersonal intelligence. Najah (2021) defines adab as "recognition and recognition of the proper place, position, and condition in the order of being and existence, and voluntary actions in accordance with such recognition and recognition." Research by Twum-Antwi et al (2020) showed that a learning environment that emphasizes etiquette in social interactions and cooperative learning based on the value of ukhuwah (brotherhood) resulted in a significant increase in interpersonal intelligence in preschool children. The mechanisms underlying this phenomenon include internalization of empathy values, appreciation of others' perspectives, and development of effective communication skills. The tarbiyah (nurturing) dimension in the Islamic learning environment emphasizes the comprehensive development of children's fitrah (innate) potential. This concept recognizes the uniqueness of each child and the importance of a responsive approach to individual needs. Aminullah Poya & Habiburrahman Rizapoor (2023) identified that an effective tarbiyah approach includes balanced intellectual stimulation, emotional support, and spiritual guidance.

CONCLUSION

The Islamic learning environment plays a significant role in the development of children's multiple intelligences. By integrating Islamic values in physical, social, and spiritual aspects, the Islamic educational environment can provide optimal stimulation for the development of various types of intelligence, including linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic. In this context, Islamic principles such as tauhid, tarbiyah, adab, ta'lim, and fitrah become the main foundation in forming a holistic educational ecosystem that is oriented towards the development of children's potential as a whole.

Literature reviews show that a learning environment that is full of spiritual and moral values not only contributes to cognitive development, but also improves children's social and emotional intelligence. Islamic-based learning methods, such as memorizing the Qur'an, discussion-based Islamic studies, and integrative approaches in science and mathematics, have proven effective in optimizing the development of children's intelligence in accordance with Howard Gardner's theory of multiple intelligences.

In facing the challenges of globalization and digitalization, it is important to balance tradition and modernity in the Islamic learning environment. The use of technology that is in line with Islamic values can be an effective strategy to improve the quality of

education while maintaining the essence of Islamic teachings in educating the younger generation. Therefore, the results of this study provide important insights for educators, parents, and policy makers in designing a learning environment that is not only academic, but also forms Islamic character and improves children's multiple intelligences comprehensively.

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