

INDICATORS OF MULTIPLE INTELLIGENCE THEORY IN THE *KARATE KID* MOVIE (2010): PSYCHOLOGY EDUCATION

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Abstract

This research aimed to identify and analyze the indicators of multiple intelligence theory as depicted in the movie *The Karate Kid* (2010). The researchers employed a documentation method for data collection and applied Howard Gardner's theory of multiple intelligences, proposed in 1983, to validate their findings. To introduce innovative approaches for enriching educational materials, the study also reviewed previous research on multiple intelligence theory. Utilizing a descriptive qualitative methodology, the research thoroughly examined the movie's content. The results indicated that six out of Gardner's nine intelligence indicators were illustrated in various scenes: spatial (visual) intelligence, musical (audio) intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. These findings underscore the diverse ways in which multiple intelligences can be represented and recognized within cinematic narratives, providing a valuable framework for educational and psychological applications. The research highlights the potential of films like *The Karate Kid* as effective tools for demonstrating and teaching the principles of multiple intelligences, thereby enriching educational practices and supporting holistic development.

Keywords: *bodily-kinesthetic; intelligence indicators; interpersonal intelligence; intrapersonal intelligence; naturalistic intelligence.*

1. Introduction

This study aims to delve into Howard Gardner's theory of multiple intelligences, first introduced in 1983, which posits that humans possess nine distinct types of intelligence: musical-rhythmic, visual-spatial, verbal-linguistic, physical-kinesthetic, interpersonal, intrapersonal, existential, and naturalistic. These various forms of intelligence, outlined in Gardner's seminal work *Frames of Mind: The Theory of Multiple Intelligences* (1983), published by Basic Books, illustrate the diverse cognitive abilities through which individuals process information.

The theory's application is exemplified in various contexts, including the realm of cinema, such as in the 2010 film *The Karate Kid*. In this research, the focus is on examining how the indicators of Gardner's multiple intelligence theory manifest within *The Karate Kid* (2010), directed by Harald Zwart.

Throughout this study, particular scenes from the film have been selected for detailed analysis to elucidate their connection to Gardner's theory. By conducting this analysis, the researchers aim to provide a nuanced exploration of how multiple intelligences theory can be observed and interpreted within the narrative and character development of the chosen film. It is hoped that this research will contribute to a deeper understanding and appreciation of Gardner's theory and its practical implications, particularly in the context of visual media, thereby enriching the perspectives of its readers.

2. Literature Review

One of the things that distinguishes humans from other living things is intelligence. Humans have a much higher intelligence than other living things. With this intelligence, humans can rule the world and continue civilization. According to Gardner as explained by Berliana & Atikah (2023) intelligence is the ability to process certain types of information derived from human biological and psychological factors. An intelligence involves the ability to solve problems or design a product that is a consequence of a particular community or cultural setting. According to Nata in Indria's study (2020) intelligence literally means perfect development of reason, clever and sharp mind. In addition, smartness also means perfect body growth such as health and physical strength. And again the definition of intelligence is in line with Gardner's as the initiator of the theory of multiple intelligences as explained by Chatib in Berliana & Atikah (2023) that intelligence is a culture created from the process of learning, behavior, patterns of life between humans, and nature or the environment that are crystallized in habits. Thus, intelligence is a behavior that is repeated. Referring to Howard Gardner's thinking, regarding the theory of multiple intelligences, each individual is impossible to have one intelligence, but lots of intelligence.

The concept of Multiple Intelligence is an idea proposed by Howard Gardner in his 1983 book *Frames of Mind*, which is based on several years of research on human cognitive capacities. His theory debunks existing assumptions about human intelligence. The results of his research show that there is no single human activity that uses only one kind of intelligence, but all intelligence. Although most individuals show different mastery, individuals have several intelligences and combine into one unit to form a fairly high personal ability (Putri, 2018). Multiple intelligence theory when applied in education is a theory that treats all learners with equal and special treatment. This theory assumes that there are no stupid or smart children, only children who stand out in one or several types of intelligence. So that teachers must be able to design learning methods that can optimize the intelligence of students (Berliana & Atikah, 2023). Multiple intelligence is Howard Gardner's term to show that humans basically have lots of intelligence, not only limited to IQ as it is known so far. According to Gardner, there are at least nine intelligences possessed by humans, namely linguistic intelligence, mathematical-logical intelligence, visual spatial intelligence, bodily kinesthetic intelligence, musical intelligence, inter- personal intelligence, and intra-personal intelligence, naturalist intelligence, and existential intelligence. The nine intelligences exist in every individual and need to be developed optimally so that in some less prominent intelligences can be assisted and guided to develop and improve these intelligences (Indria, 2020). And in this study, the researchers found six indicators from a total of nine indicators of the theory of multiple intelligences, after examining the entire film: indicators of spatial intelligence (visual), musical intelligence (audio), bodily kinesthetic

intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.

Spatial visual intelligence is the ability to appropriately capture the visual-spatial world. People who have this intelligence tend to think in pictures and tend to learn easily through visual presentations such as movies, pictures, videos and demonstrations using models and slides. This type of intelligence is widely owned by architects, photographers, mechanics, navigators, decorators and so on (Berliana & Atikah, 2023). Visual-Spatial Intelligence contains a person's ability to understand more deeply the relationship between objects and space. These learners have the ability, for example, to create imagined shapes in their minds or the ability to create three-dimensional shapes, as found in adults who become sculptors or architects of a building (Indria, 2020). The characteristics of people who have visual-spatial intelligence are as follows: always organizing space, loving to create art using various media. Video music that provides motivation and inspiration in learning and working, can recall an event with pictures, very adept at reading maps and plans (Putri, 2018). Musical intelligence is the ability to enjoy, observe, distinguish, compose, form and express musical forms. This intelligence includes sensitivity to rhythm, melody and timbre of the music heard, the ability to play musical instruments, the ability to sing, the ability to compose songs, the ability to enjoy songs, music, and singing (Berliana & Atikah, 2023).

Musical Intelligence contains the ability to be sensitive to the nonverbal sounds around them, including in terms of tone and rhythm. This type of learner tends to enjoy listening to tones and rhythms whether they are singing themselves, listening to tape recorders, radio, orchestra performances or musical instruments that they play themselves (Indria, 2020). The characteristics of people who have musical intelligence include: very interested in playing musical instruments, easy to learn with musical patterns and rhythms, always focused on things related to sound and sound, very easy to memorize and remember when the objects memorized or read are included in musical rhythms, very happy to enjoy all types of music and songs, able to remember songs along with the lyrics more easily when compared to remembering other information that is non-musical (Putri, 2018).

Kinesthetic intelligence is the ability to use the body or gestures to express ideas and feelings (Berliana & Atikah, 2023). Kinesthetic Intelligence includes the ability to actively use parts or all of one's body to communicate and solve problems. This type of learner excels in one of the sports, such as badminton, soccer, tennis, swimming, and so on (Indria, 2020).

The characteristics of people who have bodily-kinesthetic intelligence are as follows: loving making things by using hands directly, feeling bored and unable to stand to sit for a relatively long time and when learning, always including demonstrative activities, learning by doing strategies, always spending free time with artistic activities (Putri, 2018).

Interpersonal intelligence shows one's ability to be sensitive to the feelings of others. They tend to understand and interact with others so that they can easily socialize with their surroundings. This kind of intelligence is also often referred to as social intelligence, in addition to the ability to establish close friendships with friends, it also includes abilities such as leading, organizing, handling disputes between friends, gaining sympathy from other students, and so on (Berliana & Atikah, 2023).

Interpersonal Intelligence shows the ability to be sensitive to the feelings of others. They tend to understand and interact with others, making it easy to socialize with the environment around them (Indria, 2020). The characteristics possessed by people who have Interpersonal intelligence include: learning very well when in situations of building

interactions between one another, very productive and developing rapidly when learning cooperatively and collaboratively, feeling bored when working alone, very concerned and attentive to social problems and social issues, feeling happy when participating and organizing social religious and political matters (Putri, 2018).

Intrapersonal intelligence shows one's ability to be sensitive to one's own feelings. He tends to be able to recognize various strengths and weaknesses that exist in himself. A child who has this intelligence likes to do self-introspection, correct his shortcomings and weaknesses, then try to improve himself. Some of them tend to like silence and solitude, contemplating, and talking with themselves (Berliana & Atikah, 2023).

Intrapersonal Intelligence demonstrates the ability to be sensitive to one's own feelings; tending to be able to recognize various strengths and weaknesses that exist in themselves. This kind of learner likes to do self-introspection, correcting their shortcomings and weaknesses, and then trying to improve themselves (Indria, 2020). The characteristics of people who have intrapersonal intelligence are as follows: well aware of matters related to beliefs and morality, learning very well when the teacher includes material related to something emotional, loving justice in both trivial and big issues, working alone is much more productive than working in a group or team (Putri, 2018).

Naturalist intelligence is a person's ability to be sensitive to the natural environment, for example, enjoying being in an open natural environment, such as beaches, mountains, nature reserves, or forests (Berliana & Atikah, 2023). Such learners tend to observe the natural environment, such as various kinds of rocks, types of soil layers, various kinds of flora and fauna, celestial bodies, and so on (Indria, 2020). People who have naturalistic intelligence have the following characteristics: enjoying traveling to nature, zoos, or museums, having sensitivity to nature (such as rain, storms, lightning, mountains, soil, and the like), enjoying learning about ecology, nature, animals, and plants, enjoying doing nature-based learning projects (Putri, 2018).

In addition to reviewing research and journals on the theory of multiple intelligences and its indicators, the researchers also examined research focusing on the movie *The Karate Kid (2010)*, and the researchers found two recent studies on this movie, firstly previous research was conducted by Dewi (2021) entitled *An Analysis of Culture Shock Faced by Dre Parker on Karate Kids 2010 Movie*, focused on examining the experiences of the main character, Dre Parker, who underwent culture shock after relocating from America to China. The study highlights Dre's challenges and stress as a 12-year-old navigating a drastically different culture. Drawing on Winkelman's theory, the researchers shed light on Dre's journey and provided valuable insights for readers, particularly children, on adapting to unfamiliar cultures, as depicted in the 2010 film *The Karate Kid*.

Moreover there is research conducted by Andriana et al., (2018) with the research title *Social Process in The Formation of Dre Parker's Character in Karate Kid Film (2010)*. In this study the researchers examine the character formation that occurs in Dre in the 2010 karate kid film and analyze the character changes that occur in Dre as a result of his environment based on the film *The Karate Kid (2010)* directed by Harald Zwart.

From the recent previous studies, there is still no research that raises the topic of indicators of multiple intelligence theory by Howard Gardner (1983) in the movie *The Karate Kid (2010)*, therefore the researchers are interested in conducting this research. This research is useful to contribute in enriching literary research. This research is also useful to find information about a well-known theory of intelligence that can be found in a movie that

is often shown on television, which is depicted in this movie. This study aims to describe the indicators of Howard Gardner's multiple intelligence theory found in the movie *The Karate Kid (2010)*, where both the main character and supporting characters portray the indicators of multiple intelligence theory in scenes throughout the movie.

3. Research Method

The research conducted by the scholars follows a descriptive qualitative approach. Descriptive qualitative research, as defined by (Bogdan & Biklen, 2003), gathers data in the form of narratives or visuals rather than numerical data. This approach is employed to deeply explore a phenomenon, identifying patterns and themes related to life events when researchers pose specific inquiries about the phenomenon. The subject matter of this research is the film *The Karate Kid (2010)*, directed by Harald Zwart, which premiered on June 11, 2010, with a runtime of 140 minutes. The focus of this study is on Howard Gardner's multiple intelligence theory, as evidenced by the characters in the film *The Karate Kid (2010)*, directed by Harald Zwart.

The data collection step used in this research is that the researchers watch the movie *The Karate Kid (2010)* repeatedly, writes and analyzes the data using multiple intelligence theory, underlines the indicators of multiple intelligence theory indicators of all characters both main characters and supporting characters, and collects all data. Meanwhile, for the technique of analyzing data, the researchers analyzed, classified, and recorded the data of the indicators of multiple intelligence theory throughout the film. Then, the researchers interpret the specific scenes that show the indicators. After the data are interpreted, the researchers draw conclusions.

4. Results and Discussion

The results of the research and discussion are described from the scene and narration of the movie *The Karate Kid (2010)*. The results of this study present data obtained from data sources adapted to the formulation of the problem and research objectives. The data obtained are analyzed according to the multiple intelligence theory by Howard Gardner used in this research. After these steps, it continues with a discussion of the results of the analysis carried out in literature.

The researchers focus on visual (spatial) intelligence, musical (audio) intelligence, bodily kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Below are some data that have been obtained by researchers regarding the multiple intelligence theory indicators in this movie.

1. Spatial (Visual) Intelligence

According to Jasmine as described by Taufik (2021) that visual spatial intelligence refers to the capacity to construct and utilize cognitive representations. Individuals possessing this form of intelligence typically engage in visual thinking and are inclined to absorb information effectively through visual mediums like films, images, videos, and demonstrations featuring models and slides. They enjoy expressing their thoughts and emotions through artistic endeavors such as drawing, painting, or sculpting, often using these mediums to convey their moods and feelings. This form of intelligence entails an understanding of color, line, shape, space, size, and the interplay among these components. It also encompasses the capacity to view objects from various perspectives. Spatial intelligence encompasses the adept perception of the visual-spatial realm, including the

capability to manipulate visual data. Individuals with strong spatial intelligence excel in visualization, drawing, navigation, puzzle solving, and map reading. This form of intelligence extends to recognizing and manipulating patterns in both expansive environments, such as those navigated by pilots, sculptors, surgeons, chess players, graphic artists, or architects. Those with spatial intelligence demonstrate proficiency in comprehending and manipulating spatial imagery on both large and intricate scales (Marens, 2020). Individuals with a robust visual-spatial intelligence excel in mental imagery. They frequently demonstrate proficiency in navigation and interpreting visual aids such as maps, diagrams, videos, and images. Their strengths lie in visual and spatial reasoning, and they often exhibit characteristics such as enjoying reading and writing, adeptness at solving puzzles, interpreting visual data like pictures and graphs, a fondness for artistic activities like drawing and painting, and ease in recognizing patterns (Cherry, 2023). Spatial (visual) intelligence that researchers get based on the explanation above and based on further learning about spatial (visual) indicators is initiated by Howard Gardner in 1983. There are two indicators of spatial (visual) intelligence in the movie, (table 1).



Number/Scene Visualisation	Time	Dialogues Interpretation
1. 	03:42- 03:48	In this scene Mrs. Sherry Parker (Dre Parker's mother) was practicing speaking Chinese by using a laptop language practice video, then Mrs. Parker imitated the voice in the video "NI HAO MA; How are you?"
2. 	25:12- 26:00	Dre Parker practiced kungfu martial arts by watching kungfu training programs on television, Dre Parker imitated and observed every movement taught on the show.

Table 1. Spatial (Visual) Intelligence Analysis

2. Musical (Audio) Intelligence

According to Uno & Kuadrat as described by Taufik (2021) individuals possessing this intelligence exhibit heightened sensitivity to sound, their surroundings, and music. They frequently engage in activities such as singing, whistling, or humming while undertaking other tasks. They love listening to music, and can play music above average. They sing in the right key and can memorize and vocally reproduce melodies. They can move rhythmically or create rhythms and songs to help them remember facts and other information. People who have this intelligence are skilled at singing, playing musical instruments, improvising, changing songs, distinguishing tones, making arrangements, performing orchestrations, and criticizing musical styles. They also love to sing and by composing songs they are able to

remember other information. Musical intelligence pertains to proficiency in performing, composing, and enjoying musical arrangements. It encompasses the capacity to discern, differentiate, generate, and convey musical structures, encompassing sensitivity to rhythm, pitch, melody, and tone quality.

The researchers find two indicators of musical (audio) intelligence in the movie, (table 2).


Number/Scene Visualization	Time	Dialogues Interpretation
1. 	13:06-17:00	In this scene, a female character named Mei Ying was introduced for the first time, she was the main side character who was an encouragement for Dre Parker, Mei Ying was here practicing violin in the park and listening to Bach music.
		
2. 	01:32:40-01:34:02	In this scene Mei Ying was playing the piano because she was auditioning for the Beijing music academy that was to Dre Parker, Mei Ying played a beautiful melody with her violin accompanied by other musicians behind her, Mei Ying performed on stage in front of her coach, her parents, and also in front of Dre Parker.

Table 2. Musical (Audio) Intelligence Analysis

3. Bodily Kinesthetic Intelligence

According to Jasmine as described by Taufik (2021) individuals with this intelligence interpret information through bodily sensations. They are excellent at physical skills using both small and large muscles, and enjoy physical activity and various types of sports. They are more comfortable communicating information by demonstration or modeling. They can express their emotions and moods through dance. This intelligence involves employing the body with precision, elegance, and expertise, encompassing aspects such as physical coordination, equilibrium, manual dexterity, vigor, and suppleness.

There are two bodily kinesthetic intelligence indicators in the movie, (table 3).

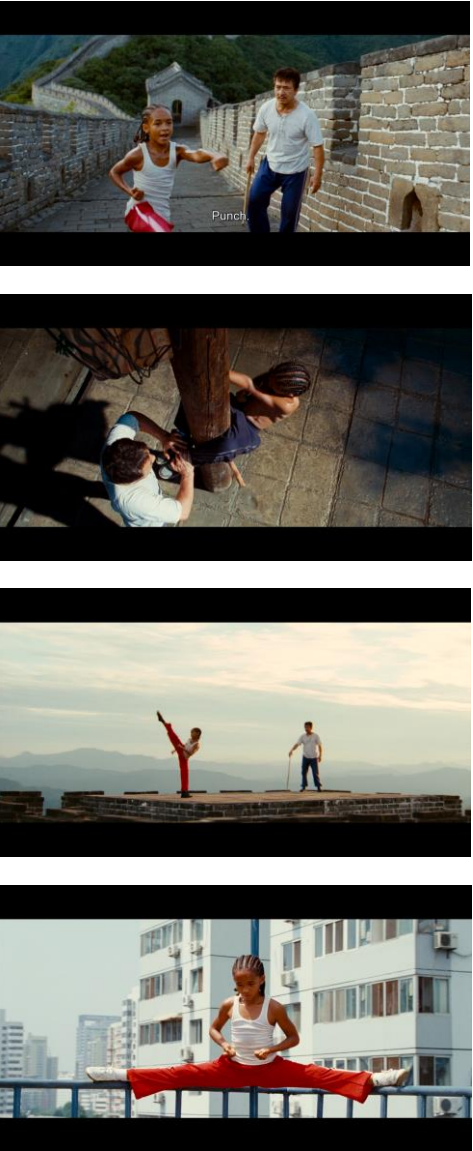

Number/Scene Visualization	Time	Dialogues Interpretation
<p style="text-align: center;">1.</p> 	<p>01:44:02- 01:46:57</p>	<p>In this scene Dre Parker got hard training taught by Mr.Han (Jackie Chan) Dre Parker did kungfu moves on top of buildings, squatted in wet mud, practicing kungfu moves in the rain, jogging around old buildings, doing extreme leg stretches, doing push ups sit ups, even pull ups, and other hard training, Dre Parker trained hard to prepare for the tournament she will be in.</p>
<p style="text-align: center;">2.</p> 	<p>01:51:01- 02:12:54</p>	<p>This was the culminating scene in this movie, here both Dre Parker and other contestants both showed their skills in performing kung fu martial arts, with their agility and strength to win first place in the martial art tournament.</p>



Table 3. Bodily Kinesthetic Intelligence Analysis

4. Interpersonal Intelligence

Interpersonal intelligence entails the capacity to comprehend and engage effectively with others. This cognitive skill is evidenced by the enjoyment derived from forming friendships, participating in diverse social endeavors, and a preference for companionship over solitude. Individuals possessing this form of intelligence find pleasure and derive satisfaction from collaborating within group settings, learning while interacting and cooperating and also like to act as mediators of disputes both at school and in their homes and neighborhoods (Taufik, 2021). Individuals with robust interpersonal intelligence excel in comprehending and engaging with others, adeptly assessing their emotions, motivations, desires, and intentions. Their proficiency lies in understanding and empathizing with others, demonstrated through characteristics such as effective verbal and nonverbal communication, the ability to perceive various viewpoints, fostering positive relationships, and resolving conflicts within group dynamics (Cherry, 2023). There are two indicators of interpersonal intelligence in the movie, (table 4).



Number/Scene Visualization	Time	Dialogues Interpretation
1. 	07:30-08:23	This scene showed a character named Hary for the first time in the movie, he introduced himself to Dre Parker and offered to help carry a large suitcase because Dre had just arrived at his new residence and just got off the taxi he was riding, Hary said to Dre "Here, let me help you." then Dre replied "Thanks man" this showed Hary's attitude that was very caring for others.
2. 	22:50-24:00	This scene showed Mei Ying getting to know Dre Parker better and helping Dre get food from the cafeteria because Dre Parker has difficulty getting food because he used chopsticks.

Table 4. Interpersonal Intelligence Analysis

5. Intrapersonal Intelligence

Intrapersonal intelligence entails the capacity to construct a precise self-concept and utilize it efficiently in navigating life's challenges. It involves self-awareness and the capability to assume accountability for one's personal development and educational journey. Students with strong intrapersonal intelligence recognize their strengths and limitations and challenge themselves to be better. These students are goal-oriented, reflective, and see their success as a direct result of their own planning, effort, and perseverance. They bounce back quickly when they fail because their inner motivation is very strong (Taufik, 2021). Intrapersonal intelligence refers to the ability to comprehend oneself fully, possessing a functional internal framework encompassing desires, fears, and capabilities, and effectively employing this insight to manage one's life. It encompasses self-awareness, introspection, and the capacity to refine, evaluate, and express one's emotional experiences. Individuals with intrapersonal intelligence can discern and grasp their own emotions, desires, motivations, and intentions. This form of intelligence aids in discerning significant life objectives and strategizing ways to accomplish them (Marenius, 2024).

There are two intrapersonal intelligence indicators in the movie, (table 5).



Number/Scene Visualisation	Time	Dialogues Interpretation
1. 	19:25-19:50	This scene showed Dre who lost a fight against a kung fu expert boy named Cheng, here Dre felt embarrassed and sad because she was beaten up by Cheng in front of Mei Ying, Hary, and other children in the park, Mei Ying had wanted to help Dre by approaching him and saying "Are you okay? Let me help." But Dre who felt embarrassed while holding back the pain replied "Just leave me alone. I'm fine". This showed Dre's attitude of not wanting to burden others and his feelings of shame for being beaten up in front of the girl he likes.
2. 	02:01:40-02:02:13	Dre Parker covered his face with his hands when he was approached by Mei Ying and his mother, this showed Dre's attitude that did not want to be pitied and Dre's mature attitude, and when asked by his mother "You okay, baby?" Then after that Dre wanted to talk to Mr. Han about herself who did not want to give up and still wanted to continue her match with Cheng. Dre replied "Yeah, I'm Okay" then after that Dre wanted to talk alone with Mr. Han about her not wanting to give up and still wanting to continue her match with Cheng.

Table 5. Intrapersonal Intelligence Analysis

6. Naturalistic Intelligence

According to Taufik (2021) naturalistic intelligence is the ability to use sensory input from nature to interpret one's environment. It allows people to thrive in different environments and categorize, observe, adapt, and use natural phenomena. Individuals with naturalistic intelligence possess the capacity to identify, differentiate, articulate, and classify elements present in the natural world and surroundings. Essentially, this intelligence pertains to the human aptitude for discerning plants, animals, and other components of the universe. They love raising pets or growing plants with great love (Sirate & Yaumi, 2022). Naturalistic intelligence encompasses the capability to identify, categorize, and interpret patterns within the natural world. This form of intelligence involves a heightened sensitivity to the elements of flora, fauna, and natural phenomena. Individuals with strong naturalistic intelligence excel in the classification of natural entities. Expertise in this intelligence involves adept recognition and categorization of diverse species, including plants, animals, and weather patterns, present in the environment.

There is one indicator of naturalistic intelligence in the movie, (table 6).


Number/Scene Visualization	Time	Dialogues Interpretation
1. 	01:19:02- 01:20:17	This scene showed a woman who was a kung fu expert doing movements as if she was a cobra in front of a real cobra, this woman was really one with nature because she really did this movement with one foot on a cliff with a very steep cliff below, and when explained by Mr. Han it turned out that the snake was following the woman's movements and this showed the strength and genius of someone who was very at being one with nature.

Table 6. Naturalistics Intelligence Analysis

5. Conclusion

The research concludes that theories of intelligence are indeed reflected in movies. The primary focus is to identify indicators of Howard Gardner's multiple intelligence theory, first proposed in 1983. To achieve this, researchers have selected the film *The Karate Kid*, directed by Harald Zwart and released on June 11, 2010, with a runtime of 140 minutes, as the subject of their study. Their methodology involves meticulous viewing of the film multiple times to document every instance of intelligence indicators. In their analysis, researchers identified six out of the nine indicators posited by Gardner: spatial (visual) intelligence, musical (audio) intelligence, bodily kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Notably, previous studies on this specific film did not explore these multiple intelligence indicators, prompting the researchers to undertake this study. This research aims to contribute to the existing literature by providing new insights and enriching the discourse with contemporary perspectives on multiple intelligence theory in cinema.

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