

Contemporary Educational Perspective: Howard Gardner And Daniel Goleman's Approach In Cultivating Adaptability And Resilience

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Abstract. *Developing adaptability and resilience skills in students is a crucial aspect in preparing them to face the complex dynamics of life. This research explores the contemporary educational perspective with a focus on the approaches of Howard Gardner and Daniel Goleman in shaping students' adaptability and resilience. The literature study method is employed to analyze Gardner's views on Multiple Intelligences and Goleman's Emotional Intelligence concept within the educational context. The analysis highlights the synergies between these two theories in supporting the formation of students' adaptability and resilience in educational environments. The findings of this research are expected to provide practical insights to enhance educational strategies that support holistic development of students' adaptation and resilience across various educational settings. The research results indicate that the integration of both offers a strong foundation for a more comprehensive education, enabling educators to develop strategies that support holistic student growth, not only in academic realms but also in emotional and social aspects. Emphasizing the educator's role as a facilitator and role model in building student resilience, along with the appropriate use of assessments to measure and strengthen resilience, education can create a supportive environment for students to face life's challenges with the confidence and resilience needed.*

Keywords: *Multiple Intelligences, Emotional Intelligence, Student Development, Adaptability, Resilience, Educational Strategies*

INTRODUCTION

In the field of education, the heightened focus on developing students' resilience, or their mental and emotional toughness, has become increasingly crucial (Frey et al., 2019). The cultivation of students' resilience is now recognized as a crucial aspect in shaping effective learning and the overall well-being of students (Sabouripour et al., 2021). Resilience refers to an individual's ability to navigate pressure, challenges, or difficult situations in life (Windle, 2011). In the educational context, resilience illustrates students' capability to respond to academic, social, and emotional pressures that may arise during their learning journey. This capacity involves strong adaptation skills, emotional management, as well as a willingness to learn from failures and mistakes. Students with strong resilience tend to demonstrate the ability to bounce back after difficulties, maintain motivation in learning, and experience higher overall well-being.

Howard Gardner, through his theory of multiple intelligences, proposed the idea that intelligence isn't solely cognitive but also encompasses emotional and psychological aspects in

individual development (H. Gardner, 2020). Conversely, Daniel Goleman, with his theory of emotional intelligence, emphasizes the importance of understanding and developing emotional intelligence in achieving resilience (Goleman, 2006). Resilience, or mental and emotional toughness, plays a central role in shaping students' ability to confront challenges, stress, and difficulties in the learning process. Gardner's expansive approach to intelligence and Goleman's focus on emotional intelligence provide crucial foundations in understanding how to build resilience among students.

In this endeavor, the role of educators becomes exceedingly significant (Leuwol et al., 2023). Educators not only act as instructors but also as facilitators of student growth (Lolang et al., 2023). They play a crucial role in creating a supportive learning environment, offering emotional support, and facilitating learning that integrates cognitive and emotional aspects (Darmawati.R et al., 2023). Through this approach, educators can extend the learning process beyond mere subject matter comprehension to encompass emotional development, social skills, and the courage to confront life's various challenges.

The integration of Gardner's and Goleman's concepts into teaching strategies serves as an alternative in addressing this. Incorporating aspects of multiple intelligences and emotional intelligence into the curriculum can pave the way for the development of students who are more mentally, emotionally, and socially resilient. An integrated learning process involving understanding and managing emotions, enhancing interpersonal skills, and emphasizing values such as empathy and cooperation forms a crucial foundation in shaping students who are prepared to face complex challenges in the future. Based on the above discussion, research on building resilience in the educational context becomes crucial. The significant contributions of Gardner and Goleman in changing views on intelligence and broadening the understanding of the importance of emotional aspects in the learning process emphasize the need for a more holistic approach in developing students' potential in the present and future. Understanding and integrating these concepts into educational design are essential steps in preparing students to confront rapid social, economic, and technological changes in the future, providing them with robust tools to face even unseen challenges.

RESEARCH METHODS

This research employs a comparative descriptive method that focuses on the thoughts of Howard Gardner and Daniel Goleman regarding adaptability skills and resilience within the educational framework. Data collection involves a comprehensive literature review encompassing their major works and related research materials. The analysis aims to elucidate

points of synergy within Gardner's Multiple Intelligences theory and Goleman's Emotional Intelligence framework, particularly in shaping students' adaptability and resilience. By identifying these synergies, this research seeks to generate practical insights to enrich educational strategies aimed at enhancing students' adaptability and resilience skills in academic environments. The study endeavors to provide a comprehensive understanding of how Gardner's and Goleman's theories can synergistically contribute to effective educational practices focused on developing adaptability and resilience skills.

FINDINGS AND DISCUSSION

Howard Gardner's Theory of Multiple Intelligences

Howard Gardner is a psychologist and professor at the Harvard Graduate School of Education renowned for his contributions to the Theory of Multiple Intelligences (Prodyantasari et al., 2023). He was born in 1943 in Scranton, Pennsylvania, and his extensive education includes an undergraduate degree in psychology from Harvard University, where he also earned his doctorate in 1971 (Cavas & Cavas, 2020). Gardner is most recognized for his concept of diverse intelligences, which he outlined in his book "Frames of Mind: The Theory of Multiple Intelligences," first published in 1983 (Morgan, 2021).

Gardner's theory challenges the traditional view of intelligence, emphasizing that intelligence isn't solely measurable through an IQ test, but rather encompasses various types of intelligence within each individual (H. E. Gardner, 2000). Gardner identified eight different types of intelligence, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences, illustrating the unique potential of each person (H. Gardner, 1993). His work in cognitive developmental psychology and education has significantly influenced the educational landscape, reshaping how we understand and approach intelligence and learning in every individual.

Gardner identified eight different types of intelligence, enabling individuals to excel in various fields and have diverse learning styles. These eight intelligences encompass linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.

1. Linguistic Intelligence: Ability to use language effectively, both orally and in writing, excelling in reading, writing, and public speaking skills.

2. Logical-Mathematical Intelligence: Involves analytical thinking, reasoning, and problem-solving abilities, especially in recognizing patterns and solving complex mathematical problems.
3. Spatial Intelligence: Relates to the ability to understand and manipulate visual information accurately, excelling in tasks involving object visualization, maps, and design.
4. Musical Intelligence: Related to musical abilities, including recognizing musical patterns, tones, rhythms, and composition, often demonstrating exceptional musical talent.
5. Interpersonal Intelligence: Involves understanding and effective interaction with others, showing empathy and strong communication skills in social situations.
6. Intrapersonal Intelligence: Focuses on self-awareness and understanding of one's emotions, strengths, and weaknesses, having deep introspective abilities.
7. Bodily-Kinesthetic Intelligence: Involves physical coordination, adeptness in using the body effectively, excelling in physical activities like sports, dance, etc.
8. Naturalistic Intelligence: Relates to observation and understanding of the natural world, having a deep appreciation for nature, recognizing patterns, and categorizing living organisms.

Howard Gardner's Theory of Multiple Intelligences has transformed the traditional view of intelligence, which often relied on measuring verbal or logical-mathematical abilities. Gardner emphasizes that each individual possesses diverse intelligences and develops in unique ways, influencing how they learn and contribute within their environments. Gardner's Theory of Multiple Intelligences has influenced educational approaches to consider the diversity of intelligences in designing curricula, teaching methods, and student assessments.

Daniel Goleman's Theory of Emotional Intelligence

Daniel Goleman is a psychologist, author, and journalist known for his contributions to the field of emotional intelligence. Born in 1946 in California, Goleman earned his bachelor's degree from Amherst College and a doctorate in psychology and personality development from Harvard University (Arthur et al., 2017). Goleman gained widespread recognition through his renowned book, "Emotional Intelligence," published in 1995 (Sharma, 2008). In this work, he discusses the significance of emotional intelligence in everyday life, the workplace, and interpersonal relationships (Goleman, 2000). Goleman highlights that emotional intelligence, involving skills such as self-awareness, self-management, relationship management, and social skills, plays a crucial role in achieving overall success and well-being (Cherniss et al., 2006).

Goleman's work and thoughts bring a new understanding of how emotional intelligence can influence an individual's behavior, interactions with others, and self-emotional

management. He has been a pivotal figure in raising awareness about the importance of developing emotional intelligence, not only within educational settings but also in professional and personal contexts. His work has served as the foundation for numerous training programs and self-development initiatives, significantly impacting fields like management, leadership, and psychology.

Daniel Goleman's Theory of Emotional Intelligence proposes that emotional intelligence comprises a set of skills involving the recognition, understanding, management, and productive use of emotions in various life situations. In this theory, Goleman identifies several key components of emotional intelligence (Goleman, 2009), including:

1. **Empathy:** Empathy is the ability to understand and sense the emotions of others. Individuals with high levels of empathy tend to read facial expressions, body language, and other emotional signals well. They are also capable of understanding others' perspectives, aiding in building strong relationships and enhancing effective communication.
2. **Social Skills or Effective Communication:** This involves skills in communicating well and effectively with others. It encompasses the ability to listen attentively, articulate thoughts clearly, respond appropriately, and manage conflicts and social interactions effectively.
3. **Self-Awareness:** This skill involves recognizing and understanding one's emotions, strengths, and weaknesses. Individuals with good self-awareness tend to have a deep understanding of how their emotions affect their behavior and are better able to identify areas for personal growth.
4. **Self-Regulation:** Self-Regulation is the ability to manage emotions effectively. It includes the capacity to control impulses, handle stress, and maintain composure in challenging situations. Individuals with good self-regulation can adapt their emotional responses to situations, enabling better decision-making.
5. **Motivation:** This involves the ability to self-motivate, maintain commitment, and achieve set goals. Individuals with high levels of motivation tend to be more resilient in facing obstacles and challenges. They possess a strong internal drive to achieve desired outcomes.

Goleman's theory emphasizes that these skills are not only crucial in personal life but also significantly impact careers, interpersonal relationships, and overall success in various life aspects. Goleman argues that emotional intelligence can be learned and developed, playing a key role in determining individual success. Developing these skills can assist individuals in succeeding in various life facets, from careers to interpersonal relationships, as they play a crucial role in managing emotions, interacting with others, and self-motivation to achieve desired goals.

The Synergy of Gardner and Goleman's Concepts in the Educational Context

Modern education views student success not only from an academic standpoint but also from emotional and social perspectives. Integrating Howard Gardner's key concepts of multiple intelligences with the foundation of Daniel Goleman's Emotional Intelligence Theory becomes a crucial basis for establishing a comprehensive learning environment. In an era where emphasis on holistic intelligence is gaining more attention, exploring the integration of these two concepts in shaping a learning process that hones not only intellectual abilities but also emotional and social aspects becomes relevant and significant in designing a more inclusive and holistic future of education.

1. Enhanced Learning Diversity

Gardner emphasizes that each individual possesses different types of intelligence. By understanding this diversity, educators can design curricula that facilitate various learning styles and students' potentials. Integration with Goleman's concept of emotional intelligence strengthens this approach by focusing on developing social skills, self-awareness, and empathy. In an educational context, this helps create a supportive environment, fostering strong teacher-student relationships, and promoting emotional well-being.

2. Holistic Approach to Character Development

Incorporating both concepts allows for a more holistic education. Beyond focusing solely on academics, education should also emphasize character development, emotional intelligence, and social skills crucial for students' success within and outside the classroom. Teachers can employ various tools and strategies to assist students in developing their intelligence across multiple domains.

3. Creativity in Learning

This approach also underscores the importance of creativity in learning. Gardner emphasizes artistic intelligence, while Goleman observes how emotional regulation and motivation influence creativity. In an educational context, integrating these concepts allows for the use of more diverse learning methods, supporting students' creativity in expressing their understanding.

4. Cultivating a More Inclusive Learning Environment

Integrating Gardner and Goleman's concepts helps educators create an inclusive learning environment. By adapting teaching approaches to consider students' diversity in

intelligence and emotional intelligence, education becomes more adaptive, enabling every student to feel valued and supported in their learning process.

5. Encouraging Lifelong Learning

The combination of Gardner and Goleman's concepts also promotes the idea of lifelong learning. By reinforcing intelligence and emotional intelligence, students not only learn to master specific subjects but also develop valuable skills to adapt to changes, problem-solve, and continue learning throughout their lives.

6. Empowering the Role of Teachers as Mentors

Integrating these concepts allows teachers to have a broader mentorship role. Besides imparting knowledge, teachers help students understand themselves, manage emotions, and build social skills and independence necessary in life.

Through the unified approach of merging Gardner's multiple intelligences with Goleman's aspects of emotional intelligence, education transcends being solely an academic achievement process. It becomes a means to shape resilient, adaptive individuals who are holistically connected to the world around them. This integration holds great promise for transforming education not only to sharpen students' intellectual capabilities but also to nurture their hearts and souls, guiding them toward the pinnacle of holistic intelligence to confidently face future challenges with profound self-awareness. As such, integrating these concepts doesn't just bring about a revolution in learning; it also opens doors to the development of individuals capable of flourishing comprehensively in all aspects of life.

Role of Educators in Building Students' Resilience: Developing Emotional and Mental Strength

In the journey of education, educators aren't just instructors of material but also architects who build the foundation of students' emotional and mental resilience. Their undeniable role in guiding, supporting, and empowering students to face life's challenges involves not only knowledge transfer but also shaping character, resilience, and the ability to rise after experiencing failures. Educators' role in fostering students' resilience is fundamental in cultivating courage, resilience, and the ability to overcome challenges. Here are some key points that teachers can undertake:

1. Behavioral Modeling

Educators serve as role models in managing stress and overcoming obstacles by demonstrating a positive response. They can incorporate real-life scenarios into learning that showcase how to tackle difficult situations with a problem-solving attitude. For instance,

through discussions or case studies, students can observe how educators address problems with a positive and effective approach.

2. Encouraging Emotion Management Skills

In a classroom setting, educators can actively introduce emotion regulation techniques. Educators can teach students mindfulness techniques through scheduled practice sessions or provide space for reflection and daily journals where students can note and evaluate their emotional responses to specific situations.

3. Providing Support and Facilitation

Educators create an inclusive and supportive learning environment where students feel comfortable sharing the challenges they face. Educators can hold counseling sessions or group discussion forums that allow students to share experiences, seek support, and find collective solutions to address issues.

4. Encouraging Problem-Solving

In lessons, educators provide assignments or projects that encourage students to seek creative solutions to specific problems. Educators can also facilitate reflective discussion sessions after tasks are completed, where students share experiences and learn from failures.

5. Using Resilience-Supportive Curriculum

Educators enrich the curriculum with topics on mental resilience and stress coping strategies. Educators integrate this material into lessons, perhaps by inviting experts or through readings of specific texts that stimulate discussion and reflection.

6. Self-Encouragement and Empowerment

Through constructive feedback and encouragement, educators urge students to change their perception of failure as an opportunity to learn. Educators provide projects or tasks that challenge students to achieve higher goals and actively build students' self-confidence through appropriate praise.

7. Building Strong Relationships

Educators foster strong relationships with students through consistent presence, empathetic listening, and providing appropriate support. Educators create an open space outside the classroom for students to consult and discuss personal or academic issues.

The role of educators in shaping students' resilience is key to developing their emotional and mental autonomy. In this effort, educators become primary agents guiding students through challenges, helping them understand and manage emotions, and providing necessary support to strengthen mental resilience. Through a holistic approach, educators play a vital role in creating a supportive learning environment, promoting student well-

being, and stimulating healthy emotional growth. Thus, educators have the power to shape individuals who are not only academically adept but also emotionally robust, ready to face various obstacles, and develop comprehensively.

Evaluation for Building Student Resilience

Evaluation as part of the resilience-building process in students is an essential step to assess progress and areas requiring further attention. Evaluation, far beyond mere academic assessment, plays a central role in shaping students' emotional and mental resilience. In guiding them through obstacles, evaluation not only measures progress but also guides the path of personal development. Here are a few things that can be done:

1. Emotional Intelligence Tests or Questionnaires

This evaluation tool helps measure various aspects of students' emotional intelligence in a structured manner. By using questions designed to explore their abilities in managing emotions, recognizing self and others' emotions, as well as social skills, educators can gain a clearer picture of students' strengths and areas for development.

2. Observational Evaluation

Direct observation provides crucial information about how students respond to various situations. This encompasses their interactions within groups, conflict resolution, and their responses to academic pressure or challenges. Observations aid in understanding students' social and emotional dynamics in the learning environment.

3. Reflection and Personal Journals

Allocating time and space for students to reflect on their personal experiences, both in learning contexts and daily life. Through journals or reflective notes, students have the opportunity to explore and make sense of events or situations that personally impact them.

4. Open-Ended Questions and Discussions Encouraging students to participate in discussions or Q&A sessions that allow them to share experiences, thoughts, and feelings. This creates space to explore different perspectives, broaden understanding, and build interpersonal communication skills.

5. Skill Training Assessments

Through structured tasks or exercises, educators can assess students' progress in developing specific skills needed to cope with stress, manage emotions, or solve problems. This evaluation helps assess the effectiveness of the training provided.

6. Feedback and Corrections

Providing targeted feedback on students' responses helps them understand which parts of their approach are successful and which areas still need attention. Given corrections aim to rectify mistakes or suggest more effective alternatives.

7. Development of More Effective Programs

Using evaluation results to modify or enhance training programs to be more responsive to students' needs. This approach ensures that programs are tailored to real situations and needs.

8. Progress Monitoring

Continuous evaluation allows educators to monitor students' progress over time. By understanding changes in students' abilities and responses, they can adjust teaching strategies to ensure that students gradually acquire better resilience skills.

Through ongoing evaluation, educators can make a significant contribution to shaping students who are emotionally and mentally resilient to face real-world challenges. Continuous evaluation serves as the foundation to ensure that resilience-building programs are running effectively. By paying attention to evaluation results, educators can ensure that their approach to helping students build resilience is not merely theoretical but also proven to be effective in enhancing students' adaptability and resilience in facing challenges.

CONCLUSION AND RECOMMENDATION

The contemporary educational perspective emphasizes the vital role of adaptation and resilience in facing life's complexities. Through Howard Gardner's approach to Multiple Intelligences and Daniel Goleman's concept of Emotional Intelligence, education has evolved to support the development of students' emotional intelligence and adaptation. Integrating these two concepts provides a solid foundation for a more holistic and inclusive education. Gardner highlights the diversity of intelligence beyond pure intellectualism, while Goleman introduces the concept of emotional intelligence as a critical foundation for success. Understanding and integrating both perspectives allow educators to shape students who are not only intellectually capable but also emotionally resilient, capable of adapting and facing life's challenges more effectively. The integration of these concepts offers a robust basis for a more comprehensive education, enabling educators to develop strategies that support holistic student growth, not just academically but also in emotional and social aspects. With an emphasis on educators as facilitators and role models in building student resilience, coupled with appropriate evaluation to measure and strengthen resilience, education can create a supportive environment for students to confront life's challenges with confidence and resilience.

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