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COMPARISON OF EDUCATIONAL THEORIES: PERSPECTIVES OF CAROL DWECK AND HOWARD GARDNER IN DEVELOPING INDIVIDUAL POTENTIAL

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Info Artikel

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Abstrak

Penelitian ini bertujuan untuk membandingkan Teori Pemikiran Bertumbuh (Growth Mindset) oleh Carol Dweck dan Teori Kecerdasan Majemuk (Multiple Intelligences) oleh Howard Gardner dalam mengembangkan potensi individu. Penelitian ini menggunakan metode studi literatur dan analisis perbandingan untuk membandingkan Teori Pemikiran Bertumbuh (Growth Mindset) oleh Carol Dweck dan Teori Kecerdasan Majemuk (Multiple Intelligences) oleh Howard Gardner. Dalam upaya mengoptimalkan potensi individu, pemikiran bertumbuh menekankan pentingnya sikap mental yang berkembang, memandang kegagalan sebagai kesempatan belajar, dan menciptakan lingkungan belajar yang mendukung. Sementara itu, kecerdasan majemuk mengakui keberagaman kecerdasan dan mengadvokasi pengembangan semua jenis kecerdasan dalam pendidikan. Dalam pendidikan modern yang inklusif, penerapan kedua teori ini dapat memotivasi siswa untuk tumbuh dan belajar, mengembangkan kepercayaan diri, dan mengoptimalkan potensi mereka di berbagai bidang kecerdasan. Melalui pendekatan ini, pendidikan modern dapat menciptakan lingkungan yang merangsang, memfasilitasi perkembangan holistik, dan menghasilkan individu yang siap menghadapi tantangan masa depan. Dengan memahami perbedaan dan persamaan antara kedua teori ini, pendidikan dapat mengadopsi pendekatan yang inklusif dan berfokus pada pengembangan potensi penuh setiap individu, memastikan bahwa siswa diberdayakan untuk mencapai keberhasilan akademik dan perkembangan pribadi yang optimal.

Keywords:
Growth Mindset Theory, Multiple Intelligences Theory, Individual Potential Development, Inclusive Education, Educational Theory Comparison.

Abstract

This research aims to compare Carol Dweck's Growth Mindset Theory and Howard Gardner's Multiple Intelligences Theory in the context of developing individual potential. The study utilizes literature review and comparative analysis as the research method to compare the two theories. In the pursuit of optimizing individual potential, the growth mindset emphasizes the importance of a developing mindset, viewing failures as opportunities for learning, and creating a supportive learning environment. On the other hand, multiple intelligences theory acknowledges the diversity of intelligences and advocates for the development of all types of intelligence in education. In inclusive modern education, the application of both theories can motivate students to grow and learn, develop self-confidence, and optimize their potential in various areas of intelligence. Through this approach, modern education can create a stimulating environment, facilitate holistic development, and produce individuals who are prepared to face future challenges. By understanding the differences and similarities between these two theories, education can adopt an inclusive approach that focuses on the full development of each individual's potential, ensuring that students are empowered to achieve academic success and optimal personal growth.

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INTRODUCTION

Education is a crucial aspect of individual development (H. Gardner, 2006). In the pursuit of reaching their maximum potential, education should be based on in-depth theories that can effectively aid in developing individual capabilities (Lolang et al., 2023). Moreover, by integrating evidence-based educational theories, educators can create a supportive and stimulating learning environment that fosters growth, resilience, and a lifelong passion for acquiring knowledge (Darmawati.R et al., 2023). Two prominent theories in this field are Carol Dweck's theory of mindset and Howard Gardner's theory of multiple intelligences.

Carol Dweck's mindset theory primarily focuses on individuals' beliefs about the nature of intelligence and abilities. According to Dweck, there are two types of mindsets that influence how individuals perceive themselves and approach challenges. The first is a fixed mindset, in which individuals tend to view intelligence and abilities as fixed and unchangeable. The second is a growth mindset, in which individuals believe that intelligence and abilities can be developed through effort, practice, and perseverance.

On the other hand, Howard Gardner's theory of multiple intelligences emphasizes that every individual possesses diverse types of intelligence that extend beyond verbal or logical-mathematical intelligence. Gardner identified seven types of intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. According to Gardner, effective education should acknowledge the diversity of these intelligences and provide opportunities for individuals to develop the intelligences that reside within them.

In the context of modern education, understanding both theories has significant implications. Implementing the concept of Growth Mindset can motivate students to persevere, overcome challenges, and develop holistically. On the other hand, understanding Multiple Intelligences enables educators to design learning experiences that recognize and leverage the diversity of students' intelligences.

However, despite their relevance in education, the differences and similarities between the Growth Mindset Theory and Multiple Intelligences Theory have not been fully understood. Therefore, this research aims to analyze the differences and similarities between these theories in individual potential development, as well as their implications and relevance in modern education. By deepening our understanding of these theories, we can identify the best approaches to create an inclusive learning environment that motivates and supports the full development of each student's potential.

This article will explore the comparison between Carol Dweck's and Howard Gardner's educational theories in the context of developing individual potential. The comparison will involve central concepts from both theories, such as mindset in facing challenges and the diversity of intelligences in the learning context. The article will analyze the similarities and differences between Dweck's and Gardner's perspectives, as well as their relevance in developing individual potential within the educational context.

By understanding these different approaches, it is hoped that readers can gain deeper insights into how to perceive individual potential within the realm of education. With this understanding, educators and mentors can develop more effective approaches to assist each individual in reaching their full potential, overcoming potential obstacles, and cultivating strong self-confidence in the process of learning and growth. By applying appropriate approaches, educators and mentors can create an inclusive and motivating learning environment, empowering students to achieve academic success and develop their personal abilities with a strong sense of confidence.

RESEARCH METHODS

In this study, the methods employed are literature review and comparative analysis. The first step involves identifying relevant sources on Carol Dweck's Growth Mindset Theory and Howard Gardner's Multiple Intelligences Theory. These sources include books, scientific articles, educational journals, and other reputable resources discussing both theories. Subsequently, the researcher selects the most relevant and up-to-date sources for analysis, based on their reliability, accuracy, and currency of information presented. Relevant sources are obtained by conducting searches using relevant keywords and utilizing special features provided by various academic databases such as Google Scholar, Scopus, ERIC, JSTOR, and other academic sources. The search for theory sources is conducted using relevant keywords such as "Growth Mindset Theory," "Multiple Intelligences Theory," "Carol Dweck," "Howard Gardner," "education," "learning," and other keywords that are most relevant to the research topic. The researcher then carefully reads and studies the content of each source, noting key points related to the comparison between the two theories. In the comparative analysis, the researcher compares and contrasts the concepts, implications, relevance, and applications of both theories in modern education. By considering the findings from the analyzed sources, the researcher formulates conclusions regarding the comparison between the

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Growth Mindset Theory and Multiple Intelligences Theory, as well as their implications and relevance in the context of modern education.

RESULTS AND DISCUSSIONS

Carol Dweck and Growth Mindset Theory

Carol Dweck is a renowned educational psychologist who has made significant contributions in the fields of developmental psychology and education (Prinz et al., 2021). One of her major contributions is the development of the concept of "Growth Mindset" and “Fixed Mindset.” The Mindset theory posits that individuals have two basic patterns of thinking that influence how they approach challenges, failures, and successes (Dweck & Yeager, 2019).

Essentially, there are two mindsets that a person can possess (Haimovitz & Dweck, 2017). Firstly, the growth mindset is characterized by individuals who believe that abilities and intelligence can be developed through effort, practice, and experience. They see failures as opportunities to learn and grow, and they believe that success can be achieved through perseverance, effort, and the right strategies. People with a growth mindset tend to embrace challenges enthusiastically and are willing to try new things.

Secondly, the fixed mindset where the individuals tend to believe that one's abilities and intelligence are fixed and cannot be changed. They view failures as signs of inadequacy and avoid challenges that might reveal their limitations. People with a fixed mindset often feel threatened by the success of others and tend to avoid the effort required for growth.

According to Dweck, it is crucial for educators to understand the differences between these mindsets and play a role in helping students develop a Growth Mindset (Yeager & Dweck, 2020). By nurturing this mindset, educators can create a supportive, motivating, and empowering learning environment. Dweck believes that by cultivating this mindset in students, educators can create a positive and motivating learning environment that encourages students to take risks, embrace challenges, and strive beyond their perceived limitations (Dweck, 2014). Through effort and perseverance, students can develop their abilities to the fullest.

In education, the application of Growth Mindset involves shifting the focus from mere achievement to the process of individual learning and growth (Subotnik et al., 2011). This approach encourages students to view failures as a normal part of learning and as opportunities for self-improvement. Growth Mindset provides a foundation for students to approach challenges with perseverance, set realistic goals, and employ effective strategies to achieve success.

In the classroom context, educators can implement Growth Mindset by providing constructive feedback to students, giving them opportunities for reflection and identifying areas of development, and offering appropriate support and guidance to help them reach their goals. Additionally, it is important for educators to create a safe and inclusive classroom environment where students feel comfortable taking risks and sharing their thoughts.

The application of Growth Mindset also influences the way educators assess and praise students (Dweck, 2008). Praise should focus on effort, perseverance, and progress rather than solely on the end result. By providing appropriate praise, educators help students understand that success is not solely a result of innate intelligence but is a product of the effort and perseverance they put in. In order to implement Growth Mindset in education, it is important for educators to provide praise that focuses on effort, struggle, and student progress, rather than just the final outcome. This way, students are trained to see failure as a stepping stone towards growth and learn from their experiences.

The implications of Growth Mindset in modern education are significant. By applying this approach, educators can help students develop a positive attitude towards learning, enhance intrinsic motivation, and assist them in reaching their full potential. Furthermore, understanding Growth Mindset can improve the classroom climate, reduce the stigma of failure, and foster healthy self-confidence in students. To create positive change in education, it is crucial for educators, parents, and other stakeholders to understand the concept of Growth Mindset and consistently apply it. By empowering students to develop this mindset, they will have a powerful tool to overcome obstacles, achieve success, and grow into individuals who reach their full potential.

Growth Mindset has gained widespread recognition in the field of education and is utilized by many educators to enhance student motivation, achievement, and success. This concept has important implications in shaping students' mindsets, helping them develop self-confidence, resilience, and a lifelong commitment to growth and learning. By fostering a growth mindset in students, educators can create a positive and supportive learning environment that encourages students to embrace challenges, learn from failures, and ultimately reach their full potential.

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Howard Gardner and Multiple Intelligences Theory

Howard Gardner, a psychologist and professor at the Harvard Graduate School of Education, is known for his theory of Multiple Intelligences (Cavas & Cavas, 2020). Gardner argues that intelligence is not a single entity that can be measured by one IQ test, but rather a combination of various distinct intelligences (H. E. Gardner, 2000). According to the Theory of Multiple Intelligences, each individual possesses multiple and diverse intelligences that can be developed (H. Gardner & Hatch, 1989).

Gardner identified eight different types of intelligences, these multiple intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences, allow individuals to excel in different areas and have diverse strengths and ways of learning (Davis et al., 2011). Here is the explanation of each intelligence according to Gardner's Theory of Multiple Intelligences:

1. Linguistic Intelligence: This refers to the ability to use language effectively, both spoken and written. Individuals with linguistic intelligence excel in areas such as reading, writing, and public speaking.
2. Logical-Mathematical Intelligence: This intelligence involves logical thinking, reasoning, and problem-solving skills. People with this intelligence are adept at analyzing patterns, making connections, and solving complex mathematical problems.
3. Visual-Spatial Intelligence: This intelligence involves the ability to perceive and manipulate visual information accurately. Individuals with strong visual-spatial intelligence excel in areas such as visualizing objects, maps, and designs.
4. Musical Intelligence: This intelligence relates to musical abilities, including recognizing musical patterns, pitch, rhythm, and composition. People with musical intelligence have a strong appreciation for music and often exhibit exceptional musical talents.
5. Interpersonal Intelligence: This intelligence involves understanding and interacting effectively with others. Individuals with strong interpersonal intelligence excel in social situations, are empathetic, and have good communication skills.
6. Intrapersonal Intelligence: This intelligence refers to self-awareness and understanding one's own emotions, strengths, and weaknesses. Individuals with intrapersonal intelligence possess a deep understanding of themselves and have strong introspective capabilities.
7. Bodily-Kinesthetic Intelligence: This intelligence involves physical coordination, dexterity, and the ability to use one's body effectively. People with strong bodily-kinesthetic intelligence excel in activities such as sports, dance, and other physical pursuits.
8. Naturalistic Intelligence: This intelligence relates to the ability to observe and understand the natural world. Individuals with strong naturalistic intelligence have a keen awareness and appreciation of nature, as well as the ability to recognize patterns and classify living things.

Gardner argues that everyone possesses a unique combination of these intelligences, and it is crucial for education to recognize and develop these intelligences holistically (Booth & O'Brien, 2008). He emphasizes that education should focus on the development of all types of intelligences, rather than prioritizing linguistic and logical-mathematical intelligences alone. By acknowledging and nurturing the diverse range of intelligences in individuals, education can better cater to the varied learning styles and strengths of students, leading to more effective and inclusive learning experiences.

The Theory of Multiple Intelligences has significant implications in education (Kezar, 2001). Gardner suggests that effective education should incorporate various learning approaches that reflect the diversity of students' intelligences and learning styles. In practice, this means creating a learning environment that recognizes the diversity of students' intelligences and facilitates the development of these intelligences through the use of diverse teaching methods and assessments.

By understanding the concept of Multiple Intelligences, educators can design inclusive and engaging learning experiences for students. This approach allows students to discover their own strengths and develop their potential in various areas of intelligence. By valuing the diversity of intelligences, educators can motivate students, build self-confidence, and enhance students' academic and personal achievements.

Howard Gardner and the Theory of Multiple Intelligences have had a significant impact in the field of education, transforming the way we understand intelligence and engage students in the learning process. The theory emphasizes the importance of viewing each student as a unique individual with the potential to develop in various areas of intelligence. This perspective encourages educators to adopt a more personalized and differentiated approach to teaching, tailoring instructional methods and activities to suit the diverse intelligences present in their classrooms.

Similarities between Carol Dweck's and Howard Gardner's theories

In comparing Carol Dweck's Growth Mindset Theory and Howard Gardner's Multiple Intelligences Theory, there are significant similarities that highlight the importance of developing individual potential

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through effort, recognition of diversity in intelligence, and emphasis on a supportive educational environment. Both theories underscore the belief that intelligence and abilities can be nurtured through dedication and practice, while also acknowledging that individuals possess unique combinations of intelligences that should be cultivated holistically. Here are the prominent points of similarity between Carol Dweck's Growth Mindset Theory and Howard Gardner's Multiple Intelligences Theory:

1. Understanding that potential can be developed: The main similarity between both theories is the belief that individual potential can be developed through effort, practice, and experience. Dweck focuses on the development of one's mindset and the belief that one's abilities can grow and develop over time. Gardner, on the other hand, emphasizes the recognition that every individual possesses various intelligences that can be developed and expanded.
2. Avoiding a static understanding of abilities: Both Dweck and Gardner reject the notion that a person's abilities are predetermined or static. Dweck emphasizes the importance of seeing intelligence as something that can grow and be enhanced through effort and perseverance. Gardner proposes the view that intelligence is not a fixed, singular entity but consists of various intelligences that can be developed through experience and learning.
3. Emphasizing the importance of facing challenges and failures: Both Dweck and Gardner highlight the importance of viewing challenges and failures as opportunities for learning and growth. In the Growth Mindset, Dweck emphasizes the need to embrace failure as a normal part of the learning process and sees it as a step towards growth. Gardner, in the Multiple Intelligences Theory, encourages the recognition that challenges help develop different intelligences, and that failure is an integral part of the learning process.
4. Focus on holistic individual development: Both theories emphasize the importance of a holistic approach in developing individual potential. Dweck and Gardner both reject approaches that overly focus on one aspect of intelligence or another. Dweck promotes an approach that engages the entire mindset and beliefs of the individual, while Gardner advocates for the appreciation and development of all types of intelligence within an individual.
5. Emphasizing the importance of a supportive environment: Both Dweck and Gardner acknowledge that the environment plays a crucial role in individual development. Dweck highlights the importance of creating an environment that provides constructive feedback, empowers, and motivates students to strive for better. Gardner emphasizes the need for education to create an inclusive learning environment that recognizes various types of intelligence, allowing all students to develop their potential.

While there are similarities between these two theories, it is important to note that they also have differences in their focus and context. Dweck is more focused on the development of individual mindset and beliefs, while Gardner focuses on the recognition and development of various types of intelligence. However, both Growth Mindset and Multiple Intelligences Theory have significant implications in education, and these two theories can complement each other in creating a supportive learning environment that motivates students to develop their potential optimally.

Differences between Carol Dweck's and Howard Gardner's theories

When comparing Carol Dweck's theory of Growth Mindset and Howard Gardner's theory of Multiple Intelligences, there are significant differences that encompass the conceptual focus, emphasized aspects, application areas, measurement focus, and application in the context of education. Each theory offers distinct perspectives on how individuals perceive intelligence and potential for growth, leading to diverse approaches in educational practices and strategies. Here are the prominent points of differences between Carol Dweck's Growth Mindset Theory and Howard Gardner's Multiple Intelligences Theory:

1. Conceptual Focus: Dweck's theory focuses on individuals' thought patterns and beliefs regarding their abilities and intelligence. Growth Mindset emphasizes that abilities can be developed through effort, practice, and experience, viewing failure as an opportunity for learning and growth. On the other hand, Gardner's theory focuses on the diversity of individual intelligences. Gardner identifies eight different types of intelligence and emphasizes that each individual possesses a unique combination of these intelligences. This theory recognizes that intelligence is not limited to verbal-linguistic and logical-mathematical intelligence.
2. Emphasized Aspects: Dweck highlights the importance of developing a positive attitude towards learning and challenges. The main focus is on changing individuals' thought patterns and beliefs related to their abilities and potential. Meanwhile, Gardner emphasizes the importance of recognizing and developing various types of intelligence in education. This theory highlights the diversity of individual intelligences and emphasizes the need for education to encompass and appreciate all types of intelligence.

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3. Application Areas: Dweck's theory is primarily applied in the context of education and personal development. Growth Mindset is used to create a supportive and motivating learning environment, encouraging students to develop the belief that their abilities can grow through effort and perseverance. On the other hand, Gardner's theory has broader implications and is applied in various fields, including education, assessment, and curriculum design. This approach highlights the importance of recognizing and developing the diversity of individual intelligences within the learning experience.
4. Measurement Focus: Growth Mindset primarily focuses on changing individuals' thought patterns and beliefs, which are difficult to measure directly. Measurement often involves observing students' behaviors and thought patterns in facing challenges and failure. On the other hand, Multiple Intelligences theory focuses on recognizing and developing various types of intelligence. Intelligence measurement may involve tests, observations, and performance assessments designed to identify individuals' strengths in specific intelligence areas.
5. Application in the Context of Education: Growth Mindset emphasizes the importance of providing constructive feedback, creating a supportive environment, and encouraging students to develop the belief that they can learn and grow through effort and perseverance. On the other hand, Multiple Intelligences theory influences curriculum design centered around the recognition and development of various types of intelligence. This approach encourages the use of diverse teaching strategies to facilitate the development of all types of individual intelligence.

While there are differences between Carol Dweck's and Howard Gardner's theories, both have important implications in education. Growth Mindset emphasizes the importance of changing individuals' thought patterns and beliefs regarding their abilities, while Multiple Intelligences theory recognizes and develops the diversity of individual intelligences. These two theories can complement each other and help create an inclusive, motivating, and supportive learning environment that fosters the holistic development of students' potential.

Implications and Relevance in Modern Education

The implications and relevance of Carol Dweck's Theory of Growth Mindset and Howard Gardner's Theory of Multiple Intelligences in modern education are highly significant. The Theory of Growth Mindset offers significant implications in shaping students' attitudes and motivation towards learning. By teaching students that abilities and intelligence can be developed through effort and perseverance, modern education can effectively motivate students to strive for their full potential. Through Growth Mindset, students are taught to see failure as an opportunity to learn and grow, rather than a permanent indicator of failure. This helps students develop self-confidence, resilience, and enthusiasm in facing educational challenges.

Additionally, Growth Mindset creates a positive and inclusive learning environment. By providing constructive feedback, educators can build students' self-belief and enthusiasm for continuous development. A supportive and motivating learning environment encourages students to take risks, face challenges, and actively participate in the learning process. In modern education, the Growth Mindset approach becomes relevant in shaping an inclusive school culture, where every student feels valued, encouraged, and supported in developing their potential.

On the other hand, the Theory of Multiple Intelligences offers different implications in terms of diverse curriculum design and varied teaching approaches. By recognizing the diversity of individual intelligences, educators can design learning experiences that reflect various types of intelligence. This enables students to develop their full potential in different areas of intelligence, including linguistic, logical-mathematical, visual-spatial, musical, interpersonal, intrapersonal, kinesthetic, and naturalistic. In modern education, the Multiple Intelligences approach provides relevance in creating an inclusive curriculum that offers diverse choices and teaching approaches, allowing each student to learn effectively according to their intelligence.

1. Growth Mindset by Carol Dweck:
   a. Enhancing learning motivation: The Growth Mindset approach helps increase students' learning motivation by teaching them that abilities and intelligence can develop through effort and perseverance. By motivating students to see failure as an opportunity to learn and grow, modern education can encourage students to continuously strive for their full potential.
   b. Creating a positive learning environment: By introducing the concept of Growth Mindset, educators can create a positive and inclusive learning environment. Praise that focuses on effort and perseverance can build students' self-confidence and enthusiasm in facing challenges, while constructive feedback helps them view mistakes as a step towards growth.

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c. Overcoming the stigma of failure: By introducing Growth Mindset, modern education can change the perception of failure. Students will be more open to taking risks, facing challenges, and learning from their mistakes because they understand that failure is a natural part of the learning process and can bring them closer to success.

2. Multiple Intelligences by Howard Gardner:
   a. Recognition of intelligence diversity: The theory of Multiple Intelligences acknowledges that every individual possesses different types of intelligence. In modern education, this has significant implications in creating an inclusive curriculum and offering a variety of learning experiences that value students' diverse intelligences. This allows students to develop their potential in various areas of intelligence.
   b. Individual-based instruction: By understanding the theory of Multiple Intelligences, educators can design diverse and tailored learning experiences based on students' individual intelligences. By leveraging different intelligences, educators can create a challenging environment that effectively meets each student's learning needs.
   c. Full potential development: The theory of Multiple Intelligences emphasizes the importance of developing all types of intelligence in students. It provides opportunities for students to discover their strengths and talents, enabling them to realize their full potential in various areas of intelligence. Thus, modern education can help students feel valued and succeed in an environment that recognizes and utilizes their intelligences comprehensively.

By implementing the theories of Multiple Intelligences and Growth Mindset, modern education can provide more diverse, inclusive, and engaging learning experiences for students. The implications of both theories lead to the development of well-rounded students, where each individual has the opportunity to develop their full potential in various areas of intelligence and gain strong self-confidence. Furthermore, these approaches also help overcome the stigma of failure, enhance students' intrinsic motivation, and build a positive and supportive learning environment. In the ever-evolving modern education landscape, the application of both theories provides a crucial foundation in shaping an inclusive, holistic, and relevant educational approach for every student.

CONCLUSION

In comparing the theories of Growth Mindset by Carol Dweck and Multiple Intelligences by Howard Gardner in the development of individual potential, both have significant implications in modern education. The Growth Mindset theory emphasizes the importance of developing a positive attitude towards learning, overcoming the stigma of failure, and creating a supportive learning environment that motivates students to develop their potential. On the other hand, the Multiple Intelligences theory recognizes the diversity of individual intelligences and emphasizes the importance of developing all types of intelligences in education. Through diverse and inclusive teaching approaches, every student has the opportunity to develop their full potential in various areas of intelligence. To create an inclusive, holistic, and relevant modern education, the approaches of Growth Mindset and Multiple Intelligences provide crucial foundations. By applying both theories, modern education can create a positive learning environment, motivate students to continually grow and learn, and provide opportunities for individuals to achieve their full potential in various aspects of intelligence.

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