THE INTELLIGENCE CONTENTS IN ANIMATED MOVIE 'DORA THE EXPLORER'

NAHDHIYAH
STAIN Palangka Raya
nahdhiyah27@yahoo.com

Abstrak

Penelitian ini bertujuan untuk menemukan tipe-tipe muatan kecerdasan dalam film animasi 'Dora the Explorer' dan menjelaskan cara muatan kecerdasan tersebut disampaikan. Penelitian ini memberi informasi bahwa (1) film animasi ini bisa menjadi tontonan yang layak untuk anak, (2) seorang anak bisa cemerlanglebih dari satu tipe kecerdasan, (3) dan bahwa adalah penting untuk mengeksplor dan mengembangkan potensi kecerdasan anak melalui berbagai aktifitas yangbertujuan untuk mengoptimalkan kecerdasan anak. Penelitian ini menggunakan tekhnik analisis isi dengan lembar koding sebagai instrumen.Tiga seri filim 'Dora the Explorer' adalah subyek penelitian.Data analisis dimulai dari mempersiapkan data, menentukan unit analisis, membuat lembar koding, memberi kode, membuat kesimpulan dan melaporkan temuan. Hasil penelitian menunjukkan ada 9 tipe muatan kecerdasan pada setiap seri film 'Dora the Explorer'. Tipe kecerdasan tesebut adalah kecerdasan natural, musik, matematis, interpersonal, intrapersonal, kinestetik, bahasa, visual, dan eksistensi. Muatan kecerdasan pada tiga seri tersebut disampaikan dalam lakon yang berbeda.Lakon-lakon tersebut merupakan kegiatan-kegiatan yang merangsang perkembangan bakat potensi kecerdasan.

Keywords: Types of intelligence, intelligence contents, movie Dora The Explorer.

Animated movie is one of TV shows which is designed and enjoyed by children.But unfortunately there are so many unacceptable animated movies for childrensuch as *Tom and Jerrrycartoon* which is full of violence. A study by Hesthy Umi Aiman (2009) about "*Muatan Kekerasan Dalam Film Kartun (Analisis Isi pada Film Kartun 'Tom and Jerry' seri 4 Karya hanna Barbera)* concludes there were three additional violence, those are: (1) the overt violence shown 33 times or 43% of the whole total violence that appeared in the film. The frequency of violent indication was starting at scene 2. (2) covert violence, the violence appeared 31 times or 40% of the whole total violence that appeared in the film. The frequency of violent indication was starting at scene 7. (3) agressive violence, the violence appeared 13 times or 17% o the whole otal violence that appeared in the film. The frequency of violent indication was sarting at scene 1. From 206 of the overall analyzed scene, the violence found 77 times (Aiman, 2009: 11).

To appreciate our children and students' intelligence not only based on cognition domain but also intelligence also lies in many aspects.

> Gardner points out that school systems often focus on a narrow range of intelligence that involves primarily verbal/linguistic and logical/mathematical skills. While knowledge and skills in these areas are essential for surviving and thriving in the world, there are at least six other kinds of intelligence that are important to fuller human development and that almost everyone has available to

develop. They include, visual/spatial, bodily/kinesthetic, musical, interpersonal, naturalist and intrapersonal intelligence (Dickinson, 2010).

He said that a child's intelligence does not only lie on academic score, because a child will express his intelligence in many ways, depend on his main ability. In growing process in pre-school aged, all of child's skills develop equally and quickly, "...e*verybody has a different mind, and no two profiles of intelligence are the same. Therefore, the traditional concept of measuring intelligence by I.Q testing is far too restricted*(Brualdi, 2010).The theory indicates and admits that both a child's talent and intelligence are different from the other child's. Therefore, the various of intelligence potencies must be discovered and pointed in order to develop optimally.

METHOD

This research is qualitative content analysis which does not produce counts and statistical significance, instead, it uncovers patterns, themes, and categories important to a social reality.Bernard Barelson states "Content Analysis as a research technique for the objective, systematic, and quantitative description of manifest content of communications"In another time Barelson, Krippendorf and Weber state "Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding.While Holsti offers a broad definition of content analysis as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Under Holsti'sdefinition, the technique of content analysis is not restricted to the domain of textual analysis, but may be applied to other areas such as coding student drawings or coding of actions observed in videotaped studies. However, the technique can only be applied to data that are durable in nature.Bryman states "Content Analysis is an approach to the analysis of documents and texts that seeks to quantify content in terms of predetermined categories and in a systematic and replicable manner."(Wildemuth, 2012. 12)

Data resource of this research consist of two: primary data and secondary data.*First*, primary data is taken from one serie of movie Dora the Explorer. *Second*, secondary data is animated movie *Dora the Explorer*, articles about that movie, reseacrh result about this movie which focus on different aspects. *Third,* three series or titles of movie *DoratheExplorer* will be subject in this research. Those are *Fantastic Gymnastic adventure (Finding Rainbow Ribbon), Mengembalikan Buku-buku ke Perpustakaan, and Menemukan Kotak musik.Fourth*, this research will use content analysis technique. Therefore, the instrument of this research is coding sheet. *Fifth,*Procedure of analyzing data,There are six steps of analyzing data in qualitative content analysis (Wildemuth, 2012: 16). Qualitative content analysis can be used to analyze various types of data, but generally the data need to be transformed into written text before analyzing.

In this research data comes from a cartoon movie, so for getting data, the researcher must watch the movie firstly, observe actions which take place in that movie and try to catch verbal and visual messages. Researcher steps to the next technical steps, those are to define the unit of analysis, to develop categories and to codescheme, to code all the texts, to draw conclusion from the coded data, and to report

methods, to explain findings, and the last is to conclude

NO.	Types of Intelligence	Three Series of Dora the Explorer		
		Fantastic Gymnastic (Finding Rainbow Ribbon)	Mengembalikan Buku-bukukePerpustakaan	Menemukan KotakMusik
1.	Naturalistic intelligence	✓	✓	✓
2.	Musical intelligence	✓	✓	✓
3.	Logical/matemathical intelligence	✓	✓	✓
4.	Interpersonal intelligence	✓	✓	✓
5.	Intrapersonal intelligence	✓	✓	✓
6.	Linguistic/verbal intelligence	✓	✓	✓
7.	Kinesthetic/bodily intelligence	✓	✓	✓
8.	Visual/Spatial Intelligence	✓	✓	✓
9.	Existential Intelligence	✓	✓	✓

FINDINGS

Animated movie is a collection of illustrations that are photographed frame-by-frame and then played in a quick succession. Since its inception, animation has had a creative and imaginative tendency. Being able to bring animals and objects to life, this genre has catered towards fairy tales and children's stories. However, animation has long been a genre enjoyed by all ages. As of recent, there has even been an influx of animation geared towards adults. Animation is commonly thought of as a technique, thus its ability to span over many different genres (Thescriptlab. 2012).

Data analysis after watching movie and coding text showed that there are nine intelligence contents in each serie of animated movie *Dora the Explorer*. The other word all types of Gardner' Multiple intelligences are found in that movie. The intelligence contents are naturalistic, musical, logical/mathematical, interpersonal, intrapersonal, linguistic, kinesthetic, visual and existential intelligence. The findings describe clearly by the table below:

Table 4.1 Types of Intelligence in Three Series of Animated Movie *Dora The Explorer*

The intelligence contents in the three series of movie*Dora the Explorer* are conveyed in several actions and activities. Some of the them are in same activities and the others in different activities. The following table describes the dora and friends' acts and activities and the category of the acts and activities to the types of intelligence.

Table 4.2. Serie 1: Fantastic Gymnastic Adventure

(Finding Rainbow Ribbon)

NO.	Types of Intelligence	Dora and Friends' activities
1.	Naturalistic intelligence	*Dora points a thing and ask: Is that my rainbow ribbon? No, it's a bird Is that my rainbow ribbon? No, it's snake Is that my rainbow ribbon? Yes, it is * Dora asks: do you see the crocodile lake? Where? (There is picture of crocodile lake and other pictures)
2.	Musical intelligence	* At gym show dora dances to the rhytm by using rainbow ribbon * Dora and Boot celebrate their success of reaching way to fantastic gymnastic show and finding rainbow ribbon by singing "we did it"
3.	Logical/matemathical intelligence	*Dora and boot think a way for helping/getting down the chicken from tree * Dora Asks number by pointing written number 4, 7, 10 * Dora invites to think and find the flowery garden: do you see the flowery garden? * Dora invites to think the way for taking rainbow ribbon.
4.	Interpersonal intelligence	* Dora invites to think a thing * Dora invites to think way * Dora and boot help chicken get down from the tree
5.	Intrapersonal intelligence	* Dora thanks to the post officer (bird) after receiving letter * On the way of finding lake, Dora and boot seem happy, they sing and jump * Dora thanks to isa for helping come in to the flowery garden * Dora and

		Boot celebrate their success of reaching way to fantastic gymnastic show and finding rainbow ribbon by singing "we did it"
6.	Linguistic/verbal intelligence	* Dora says *gracias* (spanish: terimakasih) to post officer (bird) * Dora asks to say "fantastic gymnasic" * Map says rapeatedly and invites to pronunce "lake", "garden", and "gym" * Dora invites to pronunce "*coco grino*" (kayuhijau) when passing the lake
7.	Kinesthetic/bodily intelligence	*Map asks to immitatepronuncing words "lake", "garden", and "gym" * Dora invites to pronunce *"coco grino"* * Dora dances and plays the rainbow ribbon at gym show
8.	Visual/Spatial Intelligence	*Dora invites to think and observe picturesof crocodile lake (do you see the crocodile lake?) * Dora invites to think and observe rainbow ribbon by asking and pointing to things: is that my rainbow ribbon? No, it's bird; no, it's snake; yes, it is * Dora invites to think things by pointing patterns in dotted lines such as hoop, ball, and running shoes * Dora asks number by pointing written number 4, 7, and 10 * Dora invites to find the flowery garden: do you see the flowery garden?
9.	Existential Intelligence	* Dora thanks to the post officer (bird) after receiving letter * On the way of finding lake,

		Dora and boot seem happy, they sing and jump * Dora thanks to isa for helping come in to the flowery garden * Dora and Boot celebrate their success of reaching way to fantastic gymnastic show and finding rainbow ribbon by singing "we did it"

Table 4.3. Serie 2: Mengembalikan Buku-buku ke perpustakaan

NO.	Types of Intelligence	Dora and Friends' activities
1.	Naturalistic intelligence	* Dora points to some pictures and pronunces the names of the pictures "bridge", "rock", and "library"
2.	Musical intelligence	* Dora and Boot celebrate their success of reaching way to fantastic gymnastic show and finding rainbow ribbon by singing "we did it"
3.	Logical/ matemathical intelligence	*Dora counts books that will be returned to library in English (one,...,eight) * Dora invites to think something for wrapping boot's wound * Dora thinks for answering kurcaci's puzzle * Dora thinks and uses rope for helping boot'ssoaked shoes * Dora and boot think logically to find way for passing and climbing big rock * Dora asks: bagian yang mana yang kamusuka?
4.	Interpersonal intelligence	* Dora helps boot. Wrapping boot's wound
5.	Intrapersonal intelligence	*Boot thanks to backpack for providing bandage * Dora thanks to backpack for providing [illegible] * Dora says: "perjalanankeperpustakaansangatmenyenangkansekali" * Dora asks: bagian yang mana yang kamusuka? * on the way to library, dora and boot seem happy and sing together
6.	Linguistic/verbal intelligence	* Father says: "this is a backpack, it contains everything." * Dora says: "thank you" * father and mother say: "you're welcome" * backpack says: "dora let's go" * Dora asks to say map for calling map: "say map" * map ask to pronunce together words

		"bridge", "rock", and "library" * Dora sings in English "come on us...everybody let's go, come on kitakesana...." * Dora tells that to open the door say "open"
7.	Kinesthetic/bodily intelligence	*Dora asks to pronunce words "bridge", "rock", and "library"
8.	Visual/Spatial Intelligence	*Dora invites to find library by asking: 'do you see the library?
9.	Existential Intelligence	* Boot thanks to backpack for providing bandage * Dora thanks to backpack for providing umbrella * Dora says: "perjalanankeperpustakaansangatmenyenangkansekali" * Dora asks: bagian yang mana yang kamusuka? * on the way to library, dora and boot seem happy and sing together

Table 4.4. Serie 3: Finding Music Box

NO.	Types of Intelligence	Dora and Friends' activities
1.	Naturalistic intelligence	* Dora introduces music instruments and its sound, suling, marakas, drum, trombon, harmonica
2.	Musical intelligence	* Dora sings and uses the music instrument * Dora guesses the tittle of songs and then sings the songs
3.	Logical/matematical intelligence	* Dora thinks to find a music instrument, drum conga * Dora invites to think pattern of long and short and put it to the correct position * Dora asks: bagian yang mana yang kamusuka?
4.	Interpersonal intelligence	* Dora helps people to find music box and music instrument * Dora helps to find music instrument for beni
5.	Intrapersonal intelligence	* Dora asks and says: apa kalian sukamusik? Akusukamu

		sik * Dora says to newspaper seller: "thank you" * Dora says to singing gate: "thank you"
6.	Linguistic/verbal intelligence	*newspaper seller says: "attention", "you're welcome" * Dora says to newspaper seller: "thank you" * Dora says to singing gate: "thank you" * in repairing violin bridge dora tells that " long" untukpanjang, "short" untukpendek * when dora opens the music box she says: "we want to open the music box, silent please"
7.	Kinesthetic/bodily intelligence	Dora and friends sing together by the rhytm of music instrument
8.	Visual/Spatial Intelligence	in repairing violin bridge dora tells that " long" untukpanjang, "short" untukpendek and ask to find the correct position of the long and short balok
9.	Existential Intelligence	* Dora asks and says: apa kalian sukamusik? Akusukamusik * Dora says to newspaper seller: "thank you" * Dora says to singing gate: "thank you"

DISCUSSION

Naturalist intelligence

One of dora acts that is pointing and asking. Dora points a thing and ask like this: *is that my rainbow ribbon? No, it's a bird, is that my rainbow ribbon? No, it's snake, is that my rainbow ribbon? Yes, it is*. This act shows that dora invites child to recognize things and differentiate animals.It is relevant with Gardner's theory of naturalistintelligence on page 8 "*this intelligence refers to the ability to recognize and classify plants, minerals, and animals*"(Gardner, 2013).Some verbs asociated with the observable actions of multiple Intelligence that two of naturalist verbs are organize and

differenciate. Dora asks about crocodile lake(*do you see the crocodile lake? Where?)* by pointing the picture of crocodile like and the other pictures, points some pictures and pronunces the names of the picture such as 'bridge', 'rock, and 'library', introduces music instruments and its sound, suling, marakas, drum, trombon, harmonika are also indicate a number of stimulus in organizing thing.

Musical intelligence

Musical intelligence is conveyed in Dora's and friend's activities such as dancing to the rhytm by using rainbow ribbon, singing "we did it" for celebrating their success of reaching way to fantastic gymnastic show and finding rainbow ribbon, singing and using the music instrument, guessing the tittle of songs and then sings the songs.It is clear that these activities stimulates audience (children) to sing, dance by the rhytm, use music instruments, to be sensitive to sounds, tones, rhytms, musical keys, and structure of the song.These activities are relevant with theory of musical intelligence *"this kind of intelligence involves understanding and expressing oneself through music and rhytmic* movements *or dance, or composing, playing, or conducting music. It may be exercised by listening to a variety of recordings, engaging in rhytmic games and activities; singing, dancing or playing various instruments*"(Gardner, 2013).

Logical/matemathical intelligence

Logical intelligence content is conveyed in somedora and friend's activities that are thinking something and solving problem. Dora invites to think numerical patterns, to think something for wrapping boot's wound, think for answering kurcaci's puzzle,think a way for helping/getting down the chicken from tree, think how to use rope for helping boot's soaked shoes, think to find way for passing and climbing big rock,think the way for taking rainbow ribbon,think to find a music instrument(drum conga), think pattern of long and short and put it to the correct position. These activities indicate that dora invites to think logically to find something, to find a way, to think a way for doing something. By thinking a way for doing something, automatically these dora's activities give message that someone have to train himself to find a way forsolving problem.This activity indicates a stimulus of think logically and solve problem.

Analyzingand determining are the two of the other obsevable actions of logical intelligence. Analyzing activity is conveyed in dora's question: *"bagian yang mana yang kamu suka?"*. At the end of this serie dora ask her friend Boot and children as the audience about which part of all their journeys that they like most. By this question, reseacher concludesthat dora tries to invite children to think back, to remind again, to analyze and then determine something that they like most. In this activity, there is an analyzing process when children want to choose and determine something which they like most. The other logical intelligence content is calculating. Calculating activity seems when dora counts in english the book that will be returned to library. Think logically, solve problem, calculate, analyze and determine are some verbs associated with characteristics of logical intelligence *"Logical intelligence—abilityto think conceptually and abstracly, and capacity to discern logical or numerical patterns. Logical MI verbs: solve, resolve, questin, hypothesize, theorize, scrutinize, investigate, experiment, analyze, deduce, prove, verify, decipher, determine, predict, estimate, ensure, calculate, quantify, simplify"*(Gardner,s Nine...).

Interpersonal intelligence

There iscooperating stimulus in some dora n friend's activities. Dora always invites along someone in doing something, for example dora invites to think a thing and invites to think way. When dora invites children together do something, it indicates to make children accustomed to involve and to cooperate to other people in doing something. Cooperating is observable action of this type of intelligence.

Helping is observable action of this type. Dora gives help in many activities, for example dora and boot help chicken get down from the tree, dora helps wrapping boot's wound, dora helps people to find music box and music instrument, and dora helps to find music instrument for beni. Cooperating and helping are observable actions of this type of intelligence *"Interpersonal Multiple Intelligence verbs: share, lead, guide, direct, help, mediate, manage, manage, conduct, collaborate, cooperate, interview, influence, persuade, campaign, convince, compromise, role-paly, improvise, adlib, referee, reconcile".* (Garner's Nine…)

Intrapersonal intelligence

Stimulus of guiding children to express their feeling showed in some dora and friend's activities. For example, dora and friends always express their thank to other poeple by saying thank you. The activities are thanks to isa for helping come in to the flowery garden, thanks to backpack for providing bandage, thanks to backpack for providing umbrella, thank to newspaper seller, thanks to singing gate. Expressing is a verb asssociated with observable action of this type *"Intrapersonal MI verbs: express, imply, support, advise....."* (Howard Gardner's Nine…,2013) These activities are trained children to appreciate someone's help. In the other side, children are also accustomed to appreciate their work which seems in dora' statement at the end of her adventure *"perjalanan ke perpustakaan sangat menyenangkan sekali"*. Dora and friends also always appreciate their success such as celebrating their success of reaching way to fantastic gymnastic show and finding rainbow ribbon by singing song "we did it." It is relevant to theory about intrapersonal intelligence *"intra-personal intelligence involves not only an appreciation of the self, but also of the human condition."*(Gardner, accessed 2013).

Some of dora's activities show that she always invites children to have strong self motivation dan don't be easy to surrender but be having strong willid if want to get something. It seems when dora does something. She and her friend always sing, jump, and dance on the the way of reaching places or finding something. Dora and friends seem happy on the way of finding lake and on the way to library. Self motivation and strong willed are characteristics of this type of intelligence *".....and you are inwardly motivated rather than needing external rewards to keep you going. You are often strong willed, self confident, and have definite,....."*(Gardner's *Theory… e-book*).

Linguistic/verbal intelligence

To stimulate children's ability to speak dora and friends always invite children to pronunce words or say some words and sentence in spanish and english for example dora says gracias (spanish: terima kasih) to post officer (bird), asks children to say "fantastic gymnasic", Map says rapeatedly and invites to pronunce "lake", "garden", and "gym", dora invites to pronunce "coco grino" (kayu hijau) when passing the lake, father says: "this is a backpack, it contains everything.", dora says: "thank you", father and mother say: "you're welcome", backpack says: "dora let's go", Dora asks to say map for calling map: "say map", map asks to pronunce together words "bridge", "rock", and "library", dora sings in

English "come on us...everybody let's go, come on kita kesana....", dora tells that to open the door say "open", newspaper seller says: "attention", "you're welcome", dora says to newspaper seller: "thank you", dora says to singing gate: "thank you", in repairing violin bridge dora tells that " long" untuk panjang, "short" untuk pendek, when dora opens the music box she says: "we want to open the music box, silent please". Speaking is one verb associated with the observable actions of verbal intelligence.

Kinesthetic/bodily intelligence

Dora and friends always ask children to immitate what they say/pronunce. For example map asks to immitate pronuncing words "lake", "garden", and "gym", dora invites to pronunce "coco grino", and dora asks to pronunce words "bridge", "rock", and "library".According to theory about some verbs associated with the observable actions of kinesthetic intelligence, these dora and friends' activities are stimulus for improving or optimalizing the type of intelligence.immitate is relevant with concept of "learning by doing" which carried by kinesthetic intelligence. By immitating, children can use their physical body to perform what they know in their mind. Gardner in his theory states "*You can often perform a task much better after seeing someone else do it first and then mimicking their action*."(Gardner's *Theory*… *e-book*).

Dora dances and plays the rainbow ribbon at gym show, dora and friends sing together by the rhytm of music instrument are activities which can train or develop children's kinesthetic intelligence.Dance, play, and sing are verbs associated with observable actions of this kind of intelligence.according to gardner's theory, researcher concludes that to be strengthen this intelligence children have to tend to have a keen sense of body awareness. By physical movement like dancing, playing and singing children can make and inventthings with their hands, feet, and mouth. Gardner's theory states *"...you probably communicate well through body language and other physical gesture..."*(Gardner's *Theory*… *e-book*).

Visual/Spatial Intelligence

Gardner's theory states *"if you are strong in in this intelligence you tend to think in images and pictures. You are likely very aware of object, shapes, colors, textures and patterns in the environment around you."*(Gardner's *Theory*… *e-book*).After analyzing the three series of movie *Dora the Explorer* researcher found some dora and friends' acts which carry messages in order to train or to develop children's visual intelligence. the acts are dora invites to think and observe pictures of crocodile lake by asking: "do you see the crocodile lake?", dora invites to think and observe rainbow ribbon by asking and pointing to things: "is that my rainbow ribbon? No, it's a bird, is that my rainbow ribbon? No, it's snake, is that my rainbow ribbon? Yes, it is, do you see the crocodile lake? Where?" (There is picture of crocodile lake and other pictures), dora invites to find library: "do you see library?, dora invites to think things by pointing patterns in dotted lines such as hoop, ball, and running shoes, dora asks number by pointing written number 4, 7, and 10, in repairing violin bridge dora tells that " long" untuk panjang, "short" untuk pendek and ask to observe and find the correct position of the long and short bar. The questions and answers indicate dora invites children to observe things and find visual patterns.Dora invites children to observe things and then imagine things suitable with the observed patterns. There is a training of observing visual patterns. Theory of

visual intelligence classifies some verbs associated with observable actions, and two of them are observe and imagine *"visual MI verbs: observe, symbolize, draw, sketch, draft, illustrate.....imagine, picture, envision, visualize, pretend"* (Gardner's *Theory*… *e-book*).

Existential Intelligence

One of verbs associated with observable action of this type of intelligence is summarize/recap. Dora says at the end of her adventure: *"kita telah melakukan perjalanan ke perpustakaan, perjalanan yang sangat menyenangkan sekali".*Inthis part dora summarizeswhat they have done. This act is a stimulus to make children accustomed to make summary and recall their experience. According to Gardner's theory, summarize is one of Existential MI verbs. When a child is smart in making summary, it means that he may be excel in existential intelligence. Parents have to optimize the ability and also seek the other ability which relate to the type of intelligence.

In many acts, dora and friends thank to other. These activities are stimulus to make children accustumed to appreciate someone's help, for example dora thanks to the post officer (bird) after receiving letter, dora thanks to isa for helping come in to the flowery garden, boot thanks to backpack for providing bandage, dora says to newspaper seller: "thank you", dora says to singing gate: "thank you". Not only appreciating someone's help, dora and friends also always appreciate their work but Dora and friends also appreciating their success such as celebrating their success of reaching way to library, the way to fantastic gymnastic show and finding rainbow ribbon by singing song "we did it."

When Dora asks boot and children at the end of journey "*bagian yang mana yang kamu suka?, apakalian suka musik? Aku suka musik,* reseacher thinks that these questions try stimulate children's sensivity or capacity to tackle deep question about something relate to their life. This question will bring children into their deepest heart, bring children into knowing or understanding theirselves, what actually their interest. Then finally children will determine something which they like and determine their position in one thing or one condition. This act can train or optimize children's existensial intelligence.

Some of dora and friend's acts are included into more than one types of intelligence, for example when dora invites children observe things around, at the same time dora ask children to recognize things in environment. Observe is a verb of visual intelligence and recognize is a verb of naturalist intelligence. When a child observeand determine thing automatically he is in a process of recognize thing. By this finding, researcher assumes that it is possible child is excel in more than one type of intelligence. The research finding shows that there is no the most protruding intelligence of the three series of movie *Dora tha Explorer.* Reseacher finds that the all types of intelligence is presented in balance.

THEORITICAL IMPLICATION

The result of the research supportsmultiple intelligences theory which was developed in 1983 by a neurologist and psychologist,Dr. Howard Gardner, professor of education at Harvard University. It suggests that traditional ways of testing for intelligence may be biased to certain types of individuals. He became one of the first to express how *we should not judge others according to this narrow definition of intelligence.* The original Multiple Intelligence theory was first published in his book, *Frames of Mind* which strongly suggests that everybody has a different mind, and no two profiles of

intelligence are the same. Therefore, the traditional concept of measuring intelligence by I.Q testing is far too restricted. From the eigth primary intelligences, an individual may excel in one, two or even three of these, but nobody's good at them all (Guignon, 2010: 54) The nine types of intelligence by Howard Gardner (2010) as follows:

First, Naturalist Intelligence ("Nature Smart") Gardner said "the naturalist intelligence refers to the ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna. The ability to recognize cultural artifacts like cars or sneakers may also depend on the naturalist intelligence. Some people from an early age are extremely good at recognizing and classifying artifacts. For example, we all know kids who, at 3 or 4, are better at recognizing dinosaurs than most adults."

Second, Musical Intelligence ("Musical Smart").Musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners. Interestingly, there is often an affective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes.

Third, Logical-Mathematical Intelligence (Number/Reasoning Smart).Logical-mathematical intelligence is the ability to calculate, to quantify, to consider propositions and hypotheses, and to carry out complete mathematical operations. It enables us to perceive relationships and connections and to use abstract, symbolic thought; sequential reasoning skills; and inductive and deductive thinking patterns. Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships.

Fourth, Existential/spiritual Intelligence.Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. This intelligence could be a whole-brain function. Those with this ability explore questions about life, death, and what lies beyond the subjective perspective. Prayer and meditation increase whole-brain communication and lessen the blood flow to the parietal lobes (which give a subjective sense of time and space). Explore what lies beyond through inquiry, reading, or talking with others.

Fifth, Interpersonal Intelligence (People Smart"). Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence. Young adults with this kind of intelligence are leaders among their peers, are good at communicating, and seem to understand others' feelings and motives. This kind of intelligence involves understanding how to communicate with and understand other people and how to work collaboratively.

Sixth, Bodily-Kinesthetic Intelligence ("Body Smart").Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind–body union. This kind of intelligence involves physical coordination and dexterity, using fine and gross motor skills, and

expressing oneself or learning through physical activities. It may be exercised by playing with blocks and other construction materials, dancing, playing various active sports and games, participating in plays or make-believe, and using various kinds of manipulative to solve problems or to learn. They are often athletic, dancers or good at crafts such as sewing or woodworking

Seventh, Linguistic/verbal Intelligence (Word Smart).Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers. Young adults with this kind of intelligence enjoy writing, reading, speaking, telling stories, doing crossword puzzles and conversing in one's own or foreign languages. It may be exercised through reading interesting books, playing word board or card games, listening to recordings, using various kinds of computer technology, and participating in conversation and discussions.

Eight, Intra-personal Intelligence (Self Smart").Intra-personal intelligence is the capacity to understand oneself and one's thoughts and feelings, and to use such knowledge in planning and guiding one's life. Intra-personal intelligence involves not only an appreciation of the self, but also of the human condition. It is evident in psychologist, spiritual leaders, and philosophers. These young adults may be shy. They are very aware of their own feelings and are self-motivated. This kind of intelligence involves understanding one's inner world of emotions and thoughts, and growing in the ability to control them and work with them consciously. It may be exercised through participating in independent projects, reading illuminating books, journal-writing, imaginative activities and games, and finding quiet places for reflection. Young adults with this intelligent may be shy. They are very aware of their own feelings and are self-motivated.

The last, Visual/Spatial Intelligence ("Picture Smart").Spatial intelligence is the ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Young adults with this kind of intelligence may be fascinated with mazes or jigsaw puzzles, or spend free time. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Leggos or day dreaming. They can imagine, understand, and represent the visual-spatial world.

Howard Gardner's Nine Multiple Intelligences (MIs) and some verbs associated with the observable actions characteristic ofeach multiple intelligence (MI) (Gardner, 2010).

First, verbal intelligence - well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words (sometimes referred to as verbal-linguistic intelligence). Verbal MI verbs: read, write, speak, tell, ask, explain, inform, convey, report, articulate, address, confer, recount, request, lecture, present, announce, narrate, debate, discuss, converse, recite, quote, describe, clarify.

Second, logical intelligence--ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns (sometimes referred to as Mathematical-Logical Intelligence) Logical MI verbs:solve, resolve, question, hypothesize,theorize,

scrutinize, investigate, experiment, analyze, deduce, prove, verify, decipher, determine,predict, estimate, easure, calculate, quantify, simplify.

Third, visual intelligence-- capacity to think in images and pictures, to visualize accurately and abstractly (sometimes referred to as Visual-Spatial Intelligence) Visual MI verbs:observe, symbolize, draw, sketch, draft, illustrate, paint, color, contour, outline, rearrange, design, redesign, invent, create, conceive, originate, innovate, imagine, picture, envision, visualize, pretend.

Fourth, kinesthetic intelligence-- ability to control one's body movements and to handle objects skillfully (sometimes referred to as Bodily-Kinesthetic Intelligence) Kinesthetic MI verbs:build, construct, erect, assemble, make, manufacture, structure, craft, imitate, play, perform, walk, run, jump, dance, collect, gather, compile, fashion, shape, duplicate, dissect, exercise, move, transport.

Fifth, musical intelligence-- ability to produce and appreciate rhythm, pitch and timber. Musical MI verbs: listen, hear, infer, audit, note, pattern, sing, clap, chant, model, repeat, replicate, reproduce, copy, echo, imitate, impersonate, mimic, compose, harmonize, dub, rap, orchestrate, resonate

Sixth, intrapersonal intelligence-- capacity to be self-aware and intune with inner feelings, values, beliefs and thinking processes. Intrapersonal MI verbs: express, imply, support, sponsor, promote, advise, advocate, encourage, champion, justify, rationalize, characterize, defend, validate, vindicate, assess, evaluate, judge, challenge, survey, poll.

Seventh, interpersonal intelligence-- capacity to detect and respond appropriately to the moods, motivations, and desires of others. Interpersonal MI verbs: share, lead, guide, direct, help, mediate, manage, conduct, collaborate, cooperate, interview, influence, persuade, campaign, convince, compromise, role-play, improvise, ad-lib, referee, reconcile.

Eighth, naturalist intelligence-- ability to recognize and categorize plants, animals and other objects in nature. Naturalist MI verbs: sort, organize, categorize, compare, contrast, differentiate, separate, classify, detail, align, order,arrange, sequence, inventory, catalogue, group, file, index, chronicle, log, map, chart, graph.An another, existential intelligence-- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. Existential MI verbs: reflect, contemplate, deliberate, ponder, summarize, synthesize, associate, relate, recap, encapsulate, elaborate, appreciate, appraise, critique, evaluate, assess, speculate, explore, dream, wonder.

CONCLUSSION REMARKS

Research finding shows that there are intelligence contents presented in three series of movie *Dora the Explorer.*The nine types of intelligences, or in another words, all types of intelligences are presentedin each serie.The intelligence contents are naturalist, musical, logical/mathematical, interpersonal, intrapersonal, bodily/kinesthetic, linguistic/verbal, visual, and existential intelligence.The intelligence contents in three series of movie *Dora the Explorer* are conveyed in varied acts. All acts are stimulus for exploring or developing child's inborn aptitude and intelligence.Parents or educator' task is exploring and developing child's inborn aptitude and intelligence with varied activities which lead to the exploring and optimizing child's intelligence potency because the intelligence potencies will be developed optimally if only it is accustomed with suitable and relevant activities.

REFERENCES

Aiman, Hesthy Umi. (2009). *Muatan kekerasan Dalam Film kartun (Analisis Isi pada Film Kartun "Tom and Jerry" Seri 4Karya Hanna Barbera (thesis).*Malang: Universitas Muhammadiyah Malang. http://eprints.umm.ac.id/eprint/774

Brualdi, Amy C. *Multiple Intelligences: Gardner's Theory*. ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC. http://www.springhurst.org/articles/MItheory.htm

Bungin, Burhan. (2003). *MetodologiPenelitianKualitatif: AktualisasiMetodologiskeArah Ragam Varian Kontemporer*.Cetakankedua. Jakarta: PT. RajaGrafindoPersada.

Dickinson, Dee. (2010). *Learning Through Many Kinds of Intelligence*. John Hopkins University. http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/dickinson_mi.html

Gardner, Howard. (2013). *The Nine Types of Intelligences, Overview of the Multiple Intelligence Theory*. Association for Supervision and Curriculum Development and Thomas Amstrong.com. http://skyview.vansd.org/lschmidt/Projects/The%20Nine%20Types%20of%20Intelligence.htm. Accessed Januari 2013.

Gardner, Howard. *The Nine Types of Intelligences, Overview of the Multiple Intelligences Theory*. Association for Supervision and Curriculum Development and Thomas Armstrong.com. http://skyview.vansd.org/lschmidt/Projects/The%20Nine%20Types%20of%20Intelligence.htm. Accessed Januari 2013.

Guignon, Anne. (2010). Howard Gardner's Multiple Intelligences: A Theory for Everyone (article). Education World®.http://www.educationworld.com/a_curr/curr054.shtml

Howard Gardner's Nine Multiple Intelligences (MIs) and some verbs associated with the observable actions characteristic of each multiple intelligence(MI)(ebook)http://www.citruscollege.edu/academics/courses/everest/Documents/Math%20Help/GardnersUpdatedNineMIObservableActionsList.pdf.

Stemeler, Steve. (2001). An overview of content analysis: Practical Assessment, Research & Evaluation. A Peer Reviewed Electronic Journal. Yale University. http://www.qualitative-research.net/index.php/fqs/article/view/75/153

Thescriptlab. 2012. *Animated*.http://thescriptlab.com/screenplay/genre/animated, accessed on December 25th 2012.

Wesley, Jared J. 2009. *Building Bridges in Content Analysis: Quantitative and Qualitative Traditions*.Department of Political Studies. University of Manitoba.

Wildemuth, Yan Zhang and Barbara M. (2012).*Qualitative Analysis of*

Content (Sage Journal). http://ils.unc.edu/~yanz/contentanalysis. Pdf. Accessed on March, 16th .