



## APPLYING HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCES TO JENNY MELLOR'S CHARACTER IN THE MOVIE "AN EDUCATION"

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### ABSTRACT

"An Education" is a drama movie from 2009 that was directed by Lone Scherfig and produced by Finola Dwyer and Amanda Posey. It features an ensemble cast including Carey Mulligan, Peter Sarsgaard, Alfred Molina, Rosamund Pike, Dominic Cooper, Emma Thompson, and Olivia Williams. The central character in the movie is Jenny Mellor, a hardworking 16-year-old student. Her parents have high hopes for her to attend Oxford University. However, Jenny's orderly life starts to change when she develops an unlikely relationship with David Goldman, a middle-aged man. This study examines the portrayal of Jenny Mellor, the main character in the movie "An Education," through the lens of Howard Gardner's theory of multiple intelligences. The study aims to analyze the various forms of intelligence that Jenny Mellor possesses and how they shape her personal and academic growth. Utilizing Gardner's theory, which acknowledges different types of intelligence beyond traditional academic measures, this study explores how Jenny's intellectual, social, emotional, and creative capacities are depicted in the movie. The analysis utilizes qualitative methods, including content analysis and narrative interpretation, to explore the diverse aspects of Jenny's intelligence. The findings reveal that Jenny demonstrates strengths in linguistic, logical-mathematical, interpersonal, and intrapersonal intelligence, while also displaying aptitude in other domains such as musical and Visual-Spatial intelligence. Furthermore, the study sheds light on how Jenny's diverse intelligences influence her decision-making, relationships, and overall development. This study contributes to a deeper appreciation of the multifaceted nature of intelligence and illuminates the character development of Jenny Mellor through the lens of Howard Gardner's theory.

**Keywords:** Education, Howard Gardner, Jenny Mellor, multiple intelligences.

### ABSTRAK

"An Education" adalah sebuah film drama tahun 2009 yang disutradarai oleh Lone Scherfig dan diproduksi oleh Finola Dwyer dan Amanda Posey. Film ini menampilkan para pemeran yang terdiri dari Carey Mulligan, Peter Sarsgaard, Alfred Molina, Rosamund Pike, Dominic Cooper, Emma Thompson, dan Olivia Williams. Karakter utama dalam film ini adalah Jenny Mellor, seorang anak pekerja keras yang berusia 16 tahun. Orang tua Jenny sangat mengharapkan dirinya bisa berkuliah di Harvard University. Namun, hidup Jenny yang teratur mulai berubah ketika dia bertemu dengan seorang pria paruh baya bernama David Goldman. Penelitian ini mengkaji penggambaran Jenny Mellor, tokoh utama dalam film "An Education", melalui perspektif teori kecerdasan majemuk Howard Gardner. Penelitian ini bertujuan untuk menganalisis berbagai bentuk kecerdasan yang dimiliki Jenny Mellor dan bagaimana kecerdasan tersebut membentuk pertumbuhan pribadi dan akademisnya. Dengan menggunakan teori Gardner, yang mengakui berbagai jenis kecerdasan di luar ukuran akademis tradisional, penelitian ini mengkaji bagaimana kapasitas intelektual, sosial, emosional, dan kreatif Jenny digambarkan dalam film. Penelitian ini menggunakan metode kualitatif, termasuk analisis konten dan interpretasi naratif, untuk mengeksplorasi beragam aspek kecerdasan

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Jenny. Lewat hasil penelitian, diketahui bahwa Jenny menunjukkan keunggulan dalam kecerdasan linguistik, logis-matematis, interpersonal, dan intrapersonal, serta menunjukkan bakat di bidang lain seperti kecerdasan musikal dan visual-spasial. Lebih dari pada itu, hasil penelitian ini menunjukkan bagaimana kecerdasan Jenny yang beragam memengaruhi pengambilan keputusan, dan perkembangannya secara keseluruhan. Studi ini berkontribusi pada apresiasi yang lebih dalam tentang sifat kecerdasan yang memiliki banyak sisi dan mengungkapkan perkembangan karakter Jenny Mellor melalui perspektif teori Howard Gardner.

**kata kunci:** *Education, Howard Gardner, Jenny Mellor, Multiintelegrasi,*

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## **INTRODUCTION**

Despite the ebb and flow between theoretical and applied considerations, the concept of intelligence has remained pivotal within the field of psychology. With the dawn of the Darwinian revolution, which marked the early days of scientific psychology, numerous scholars developed a surge of interest in studying intelligence across different species. The late 19th and early 20th centuries witnessed the publication of various works that outlined the levels of intelligence among species, including humans (Baldwin, 1895; Hobhouse, 1915).

Francis Galton, a scientist with a psychological inclination and cousin of Charles Darwin, is considered one of the earliest proponents who attempted to directly measure intellectual capacity. Galton (1870) had a theoretical curiosity about the concept of intelligence, his endeavors were deeply intertwined from practical concerns. As a committed eugenicist, he aimed to assess intelligence and aimed to improve, through selective breeding, the general intellectual capacity of the population.

Over the next fifty years, numerous brilliant and influential psychologists dedicated their efforts to exploring the essence of human intelligence. While some researchers focused primarily on theoretical matters, most researchers pursued a practical approach. As a result, Binet and Simon (1916) independently developed the first intelligence tests for widespread use in their respective countries.

In the middle of the century, theories regarding intelligence had become a fundamental part of psychology textbooks, while intelligence tests were widely accepted in numerous developed nations. However, it can be acknowledged that within the field of scientific psychology, the enthusiasm for intelligence-related matters waned. Despite psychometrists persisting in refining the tools designed to gauge human intellect and the introduction of some new tests (Guilford, 1967), the field of intelligence did not fully participate in the burgeoning field of cognitive psychology.

Interestingly, these aspects of intelligence are evident in a movie. Movies represent the seamless integration of two fundamental aspects: the technical components essential to filmmaking, such as the camera, lighting, sound, and editing; and the aesthetic components that

refine the craftsmanship to the domain of artistry (Bobker, 1969). One of the movies in which the characters exhibit intelligence is "An Education".

"An Education" is a 2009 British-American drama movie directed by Lone Scherfig and produced by Finola Dwyer and Amanda Posey. The Screenplay was written by Nick Hornby and based on Lynn Barber's book, "An Education". The film stars Carey Mulligan, Peter Sarsgaard, Alfred Molina, Rosamund Pike, Dominic Cooper, Emma Thompson, and Olivia Williams. The movie "An Education" premiered at the Sundance Movie Festival on January 18, 2009, and was released in the UK on October 30, 2009. The movie was released in the United States on October 9, 2009, in a limited release and on February 5, 2010, in a wide release (Child, 2009).

Jenny Mellor is the main character in the movie "An Education". Jenny Mellor is a diligent 16-year-old student. She was the dream of his parents who wanted him to enter Oxford University. However, Jenny's straight life began to take a turn when she met a middle-aged man named David Goldman. David began to introduce Jenny to the luxuries and comforts that a lot of money could buy. Jenny then became close friends with David's other two friends, Helen and Danny. Jenny's grades started to drop and her parents and teachers were worried about her education (Greenberg, 2009).

In the movie "An Education", Jenny Mellor exhibits a multifaceted intelligence. This can be analyzed through Howard Gardner's theory of multiple intelligences. According to the theory proposed by Gardner, individuals possess not just a single type of intelligence but rather eight distinct forms: verbal/linguistic, mathematical/logical, visual/spatial, bodily/kinesthetic, rhythmic/musical, interpersonal, intrapersonal, and naturalist intelligence. These multiple intelligences are uniquely combined within each person, shaping our individuality (Suruba-Rusen *et al.*, 2021).

This is evident in various contexts, for instance, in schools, where students show distinct reactions to various stimuli. Some students demonstrate a stronger aptitude for learning, while others may not. Some individuals excel in interpersonal communication, while others may face challenges in this domain. Additionally, some individuals are drawn to music, while others exhibit a stronger inclination towards subjects like mathematics or nature. These differences can be attributed to the diverse types of intelligence individuals possess (Suruba-Rusen *et al.*, 2021).

Gardner's research revealed that students possess unique combinations of preferred or innate intelligence. According to Sellars (2008), intelligence profiles formulated based on the theory of multiple intelligences are as distinct as fingerprints, with each profile consisting of a distinct set of strengths and limitations. Moreover, individual profiles are further influenced by cultural and personal experiences, as noted by Gardner (1999). Furthermore, it is rare for one intelligence to develop independently of the others.

The theory of multiple intelligences unlocks a vast potential for the application of this theory, not only within educational settings but also within diverse organizations. Weller (1999) suggests that businesses can capitalize on the theory of multiple intelligences by organizing workshops and training sessions for their employees. Such initiatives can foster enhanced collaboration, cultivate individual strengths, and promote a culture of innovation.

The objective of this study titled "Multiple Intelligences Analysis of Jenny Mellor in the Movie 'An Education' using Howard Gardner's Theory" is to conduct a comprehensive analysis of the character Jenny Mellor's multiple intelligences, as portrayed in the movie "An Education" based on Howard Gardner's theory of multiple intelligences.

This study explores identifying the specific types of intelligence Jenny Mellor exhibits, examining their influence on her personal and academic development, and analyzes the implications of Gardner's theory for understanding and interpreting the character's educational experiences. This study contributes to the field of psychology and education by providing insights into the application of Gardner's theory in the context of cinematic analysis and its implications for understanding intelligence and educational experiences in individuals.

## **LITERATURE REVIEW**

Howard Gardner's multiple intelligences theory is widely considered to be one of the most influential theories in the field of educational psychology. Gardner proposed this theory in 1983, challenged the notion that human intelligence can be adequately assessed solely through traditional IQ tests but should be conceptualized within a broader framework. According to this theory, individuals possess various types of intelligence, and each individual exhibits a unique profile of these intelligences.

Linguistic intelligence encompasses an individual's ability to effectively utilize language, both orally and in writing. People with high linguistic intelligence possess the remarkable ability to express their thoughts and ideas with clarity and persuasiveness. They often find enjoyment in engaging in activities such as reading, writing, and public speaking. Examples of professions that align with linguistic intelligence include writers, poets, lawyers, and skilled orators.

Logical-mathematical intelligence is the ability to think logically, analyze problems, and use deductive reasoning. Individuals with this intelligence tend to have strong mathematical and problem-solving abilities. They enjoy intellectual challenges, identifying patterns, and seeing causal relationships between various concepts. Next, Visual-Spatial intelligence is the ability of an individual to understand and manipulate visual and spatial information. People with this intelligence have the ability to visualize objects in their minds, recognize visual patterns, and arrange space effectively. They tend to enjoy visual arts, design, or work involving layout design.

Musical intelligence is the ability to understand, appreciate, and create music. Individuals with this intelligence possess a keen ear for pitch, rhythm, and harmony. They often excel in playing musical instruments, singing, or composing music. Examples of this intelligence include composers, singers, or musicians. Kinesthetic intelligence, on the other hand, is the ability to use the body with exceptional coordination and dexterity. Individuals with kinesthetic intelligence exhibit a heightened sensitivity to physical movement and exceptional control over their bodies. They often gravitate towards physical activities like sports, dance, or occupations requiring fine motor skills.

Interpersonal intelligence is the ability of an individual to understand and interact with others effectively. People with this intelligence have the ability to read facial expressions, emotions, and the intentions of others. They tend to be effective leaders, empathetic, and have

strong negotiation skills. Intrapersonal intelligence is the ability of an individual to understand and know oneself well. People with this intelligence have a high level of self-awareness, a deep understanding of their goals and values, and the ability to manage their emotions effectively. They tend to be reflective and introspective individuals with strong motivation.

This can be observed in various contexts, such as schools, where students exhibit different responses to stimuli. Some students display a greater inclination towards learning, while others do not. Certain individuals excel at communicating with others, whereas others may struggle in this area. Furthermore, some individuals are drawn to music, while others possess a greater interest in subjects like mathematics or nature. These disparities may be attributed to the varying types of intelligence that individuals possess (Suruba-Rusen *et al.*, 2021).

According to Gardner's theory of multiple intelligences, each individual has a unique combination of eight intelligences. No single intelligence is superior to others, and each intelligence can be developed through practice and experience. Gardner emphasizes the importance of inclusive and diverse education, which recognizes and values these diverse intelligences in the teaching and learning (Gardner & Hatch, 1989).

The implications of this theory for education are significant. Gardner challenges an educational approach that solely focuses on the development of linguistic and logical-mathematical intelligence. He believes that schools should provide opportunities for students to develop other intelligences through diverse and inclusive approaches to education. For example, art and music can be essential parts of the curriculum to support the development of Visual-Spatial and musical intelligence.

In addition, Gardner's theory has had a significant impact on the approach to assessment in education. Gardner's theory rejects an assessment approach that only measures intelligence cognitively, such as through written tests or IQ tests. Instead, he argues that assessment should reflect the variety of intelligences within the student body. Therefore, the use of various types of assessment, such as art projects, oral presentations, or kinesthetic assessments, can provide a more holistic picture of students' intelligence.

However, this theory also has been met with criticism and controversy. Some critics argue that Gardner's definition of intelligence is overly broad and ambiguous, making it challenging to apply in an educational context. Additionally, there are concerns that an education approach focused on multiple intelligences might overlook the need to develop more general intellectual intelligence. Critics also suggest that the theory lacks robust empirical evidence and convincing proof of its validity (Barrington, 2004).

However, Gardner's theory of multiple intelligences continues to have a significant impact on the world of education. The focus on multiple intelligences has encouraged the recognition of diversity of individual intelligence and the importance of providing equal opportunities for all learners to develop in a holistic way. In inclusive education, teachers are expected to be able to identify and appreciate different intelligences in each student and to use diverse teaching strategies to help facilitate the development of those intelligences (Estaji & Nafisi, 2014).

Furthermore, this theory also supports more contextual and relevant teaching practices. Teachers can create learning activities that aid and allow students to fully utilize their intelligences, such as through collaborative projects, visual exploration, musical experiments, or physical simulations. This approach helps students develop their potentials holistically and provides more enjoyable and meaningful learning experiences.

In addition to formal education settings, Gardner's theory of multiple intelligences also having significant implications for personal development and self-awareness. Recognizing variations in intelligence helps individuals appreciate their own unique strengths and acknowledge the diversity of intelligences possessed by others. This understanding can empower individuals to explore and develop intelligences that may be less prominent in their current skillset.

Gardner's research revealed that students possess distinct combinations of preferred or innate intelligence. According to Sellars (2008), intelligence profiles formulated based on the theory of multiple intelligences are as distinct as fingerprints, with each profile consisting of a distinct set of strengths and limitations. Moreover, individual profiles are further complicated by cultural and personal experiences, as noted by Gardner (1999). Furthermore, it is uncommon for one intelligence to develop independently of the others.

The theory of multiple intelligences holds vast potential for application in various contexts beyond educational institutions, encompassing organizations, businesses, and individuals. Weller (1999) suggests that businesses can leverage the theory of multiple intelligences by organizing workshops and training sessions for their employees. Such initiatives can foster improved collaboration, enhance the development of individual capabilities, and promote creativity within the organization.

## **RESEARCH METHOD**

This study is a qualitative content analysis that does not involve counts and statistical significance. Instead, its purpose is to uncover patterns, themes, and categories that are significant in understanding social reality. Barelson (1952) defines content analysis as a research technique that objectively and systematically describes the explicit content of communications. Barelson further explains content analysis as a replicable technique that reduces large amounts of text into fewer content categories using predefined coding rules.

Holsti (1969) provides a broader definition of content analysis, stating that it is a technique used to make objective and systematic inferences by identifying specific characteristics of messages. According to Holsti, content analysis is not limited to textual analysis but can also be applied to other domains such as coding student drawings or coding observed actions in video studies. However, this technique can only be applied to data that is durable in nature. Wildemuth *et al.* (2012) define content analysis as an approach to analyzing documents and texts that aims to quantify content based on predetermined categories in a systematic and replicable manner.

This study utilizes two data sources, namely primary and secondary data. The primary data consists of the movie "An Education" and direct observations made by the researcher while watching the film. Secondary data is drawn from various sources, including research findings,

agency data, and relevant documented articles or journals, to complement and reinforce the primary data.

The content analysis technique was employed in this study. When it comes to data analysis, the technique involves a series of steps. Although qualitative content analysis can be applied, the data typically needs to be converted into written text before the analysis is conducted (Wildemuth *et al.*, 2012).

The source of data for this study is sourced from the movie "An Education". Hence, in order to obtain the necessary data, the researcher must first view the movie, carefully observe the actions that unfold throughout the film, and diligently perceive the verbal and visual messages conveyed. The researcher subsequently proceeds to the following procedural stages, which involve determining the unit of analysis, formulating categories and code schemes, coding all textual information, extracting conclusions from the coded data, documenting the research methods employed, elucidating the findings, and finally, arriving at a conclusive statement.

The approach used in this study is Howard Gardner's theory of multiple intelligences. Gardner developed the multiple intelligences theory in 1983, based on his research in developmental and cognitive psychology. His exploration of brain-damaged patients and his observations of skill development in children across various art forms influenced this theory" to improve sentence clarity and structure (Gardner, 2009).

This theory posed a challenge to the prevailing belief that intelligence is a single factor. Instead of using terms like faculties or talents, Gardner opted for the term intelligence, which he defined as the biopsychological potential to process information in a specific manner to solve problems or create valued products within a particular culture or community. The theory of multiple intelligences gained rapid popularity in educational environments, as it acknowledged the differences among students and enhanced teaching effectiveness by engaging multiple intelligences (Gardner, 2009).

## **FINDING AND DISCUSSION**

Gardner (1983) introduced the theory that reason, intelligence, logic, and knowledge are not interchangeable. This idea has had a profound impact in educational settings, leading to a significant shift in school curricula. Gardner's theory of multiple intelligences challenges the traditional notion on intelligence, proposed that intelligence encompasses a broader spectrum, including musical, spatial, interpersonal, intrapersonal, and bodily-kinesthetic intelligences.

According to Hatch & Gardner (1989), intelligence can be described as the ability to solve problems or produce creative works that hold significance within various cultural contexts. Through a combination of biological and cultural investigations, Gardner developed a compilation of seven distinct types of intelligence. This innovative perspective on intelligence differs significantly from the conventional viewpoint, which traditionally recognizes only two types of intelligence, namely linguistic and logical-mathematical. The intelligence identified by Gardner consists of eight distinct types.

The first type of intelligence, known as Logical-Mathematical Intelligence, encompasses the abilities of recognizing patterns, utilizes deductive reasoning, and engages in logical thinking.

This form of intelligence is often associated with scientific and mathematical thought processes. The second form of intelligence, known as Linguistic Intelligence, on the other hand, involves a command of language. It includes the ability to use language effectively for communication and expression, including rhetoric and poetry. Furthermore, it allows individuals to use language as a tool for retaining and processing information.

Spatial Intelligence endows with individuals with the ability to mentally manipulate and construct images to solve problems. Spatial intelligence extends beyond visual domains, as Gardner highlights, blind children also develop spatial intelligence. Then, Musical Intelligence involves the ability to perceive, compose, and perform melodic patterns, harmonic structures, and rhythmic patterns. Strong auditory processing skills are necessary for people to excel in pitch perception and tonal discrimination, while understanding rhythm is not essential for this intelligence.

Bodily-Kinesthetic Intelligence refers to the capacity to use one's cognitive abilities to coordinate and control one's own physical motions. This intelligence challenges the common belief that mental and physical activities are disconnected. Next, The Personal Intelligence encompasses Interpersonal Intelligence and Intrapersonal Intelligence, which refer to the ability to understand one's own emotions and motivations. These two forms of intelligence are distinct yet frequently intertwined. However, their strong association in many societies leads to their frequent intertwinement. The last is Naturalist Intelligence which denotes the human capability to differentiate between living entities such as plants and animals, along with being attuned to various aspects of the natural environment, including cloud formations and rock arrangements.

Despite the anatomical separation of the intelligence, Gardner argues that the eight bits of intelligence rarely work in isolation. Instead, they are utilized simultaneously and typically enhance one another as individuals acquire new abilities or address challenges. For example, the case of a dancer who can fully master his or her craft only when he exhibits three key qualities. First, the dancer must possess a deep understanding of rhythm and the various nuances of music, demonstrating their strong musical intelligence. Second, they must possess interpersonal intelligence, allowing them to understand how their expressive movements can captivate and deeply move their audience. Finally, bodily-kinesthetic intelligence is crucial, providing the dancer with the agility and harmonious coordination necessary to execute their intricate dance routines flawlessly (Timmins, 1996).

Upon analyzing the data after watching the movie "An Education" and analyzing the text, the findings showed that Jenny Mellor exhibits eight types of intelligence. These various types of intelligence were evident throughout the film and include naturalistic, musical, logical-mathematical, interpersonal, intrapersonal, linguistic, kinesthetic, and spatial-visual intelligence.

#### **A. Naturalistic Intelligence**

First, Naturalistic Intelligence, as described by Howard Gardner's theory of multiple intelligences, is defined as individual's ability to observe, understand, and interact with the natural world. This form of intelligence is often seen in individuals who possess a deep appreciation for nature and have a keen sense of environmental awareness. In the context of the movie "An

Education", the character Jenny Mellor demonstrates naturalistic intelligence through her profound connection to the world around her.

Throughout the film, Jenny exhibits a remarkable ability to recognize and appreciate the beauty of nature, whether it is through her immersion in art, her fascination with the ever-changing seasons, or her admiration for the diverse flora and fauna that surround her. Her innate connection to nature allows her to engage with her surroundings on a profound level, enabling her to find solace, inspiration, and a sense of purpose in the natural world. Furthermore, Jenny's ability to recognize patterns, relationships, and ecological interdependencies within the natural world showcases her adeptness in observing and comprehending the complexities of nature.

This intelligence not only enriches her life experiences but also influences her decision-making process and personal growth. Overall, the portrayal of Jenny Mellor's naturalistic intelligence in the movie "An Education" serves as a compelling example of how individuals with this particular intelligence can forge a deep bond with the natural world, leading to a profound appreciation for its wonders and an enhanced understanding of their place within it. The intelligence of a naturalist is the human ability to differentiate between various living organisms such as plants and animals, as well as being aware and sensitive towards other aspects of the natural environment such as clouds and rock formations (Timmins, 1996).

## **B. Musical Intelligence**

Second, Musical Intelligence, as per Howard Gardner's theory of multiple intelligences, plays a pivotal role in analyzing Jenny Mellor's character in the movie "An Education". Jenny exhibits an exceptional aptitude for music, showcasing her ability to understand, appreciate, and excel in the realm of musical expression. Her passion for music permeates the film, as she constantly immerses herself in the melodies, rhythms, and harmonies that surround her.

Jenny's musical intelligence empowers her to effortlessly pick up new instruments, cultivate a keen ear for pitch and tone, and effortlessly grasp complex musical compositions. Moreover, her ability to connect emotionally with music serves as a catalyst behind her personal growth and evolution. Through musical experiences, Jenny discovers solace, self-expression, and a means to comprehend and traverse the world around her.

Her musical intelligence is integral to her overall cognitive and emotional development, enhancing her understanding of a wide range of subjects and contributes to her cognitive and emotional development. An exploration of Jenny Mellor's musical intelligence within the context of Howard Gardner's theory offers valuable insights into the range of human intellectual abilities and underscores the importance of recognizing and nurturing the different forms of intelligence that exist within both education and society.

This intelligence described serves as a fundamental element in engaging with music therapy, being used when impromptu music creation or pre-recorded music is used during the therapeutic process. It can help establish a connection with kinaesthetic intelligence through rhythmic dancing, and with verbal-linguistic intelligence through the use of poetic rhythms in therapy (McIntyre, 2007).

The use of musical and rhythmic intelligence can be beneficial for individuals who can identify melodic patterns and environmental sounds, and who learn through rhyme, rhythm, and repetition. Music has been found to evoke powerful emotional responses, which triggers the release of dopamine (Salimpoor *et al.*, 2011), enjoyable experiences with music activate the brain's reward and emotion centers (Blood & Zatorre, 2001). In addition, music has a significant impact on an individual's pain management (Bernatzky *et al.*, 2011). Neuroscientific research supports the use of music in counseling sessions and as an extracurricular therapeutic activity (Baker & Roth, 2004).

### **C. Logical-Mathematical Intelligence**

Logical-Mathematical Intelligence is among the multiple intelligences identified by Howard Gardner's theory. In the movie "An Education", the character Jenny Mellor demonstrates a strong aptitude for logical and mathematical thinking. This intelligence involves the ability to analyze problems, detect patterns, and reason logically. Jenny repeatedly demonstrates exceptional skills in mathematics, solving complex equations and mathematical problems with ease.

She demonstrates a keen understanding of logic, using deductive reasoning to make sound judgments and tackle complex problems. Jenny's logical/mathematical intelligence contributes to her academic success, as she consistently exhibits a high level of critical thinking and problem-solving abilities.

Her proficiency in logical-mathematical intelligence plays a significant role in her personal growth. This proficiency contributes to her intellectual and emotional development, demonstrating the power and influence of logical-mathematical intelligence in shaping an individual's overall growth. Overall, Jenny Mellor's portrayal in "An Education" exemplifies the power and influence of logical/mathematical intelligence in shaping an individual's intellectual and emotional development.

Armstrong (1994) defines this form of intelligence as the process to address issues through the use of mathematical operations, analytical reasoning, rational thinking, the application of abstract symbols, as well as the identification of patterns. This type of intelligence is often employed when individuals partake in cognitive behavioral therapy and actively participate in programs aimed at modifying their behavior. Such approaches can be particularly beneficial for clients who place a strong emphasis on logic and cognition, possess deductive reasoning skills, demonstrate an ability to manage logical outcomes.

### **D. Interpersonal Intelligence**

Interpersonal Intelligence, as described by Howard Gardner's theory of multiple intelligences, plays a significant role in the analysis of Jenny Mellor in the movie "An Education". This form of intelligence pertains to an individual's ability to understand and interact effectively with others, showcasing skills such as empathy, communication, and social awareness.

Throughout the movie, Jenny demonstrates exceptional interpersonal intelligence as she navigates various social situations and relationships. Her ability to connect with people from diverse backgrounds, engage in meaningful conversations, and perceive the emotions and

intentions of others is evident in her interactions with her parents, friends, teachers, and her romantic interest, David.

Jenny's interpersonal intelligence enables her to adapt to different social contexts, negotiate complex social dynamics, and build strong relationships. This intelligence allows her to thrive in situations where effective communication, collaboration, and emotional intelligence are essential. Ultimately, Jenny's interpersonal intelligence plays a pivotal role in her personal growth and the experiences she gains throughout the movie.

Individuals who possess a specific aptitude for interpersonal intelligence demonstrate the capability to collaborate effectively in groups, show sensitivity toward others' emotions, and exhibit strong communication abilities (Sellars, 2008). Some authors describe the combination of interpersonal and intrapersonal intelligence as "personal intelligence", while others refer to interpersonal intelligence as "social intelligence" (Holekamp, 2006; Wawra, 2009).

Virtually all counseling methodologies emphasize the importance of interpersonal relationships. Establishing rapport with clients relies heavily on the counselor's and clients' strengths in interpersonal intelligence. The person-centered therapy approach, pioneered by Rogers (1951) and other practitioners, places a significant emphasis on cultivating a highly positive interpersonal bond.

#### **E. Intrapersonal Intelligence**

Intrapersonal Intelligence is a significant aspect of Howard Gardner's theory of multiple intelligences, which can be observed in the character of Jenny Mellor in the movie "An Education". Intrapersonal intelligence refers to an individual's ability to understand and be aware of their own emotions, thoughts, and motivations. Jenny Mellor, portrayed as a young and intelligent student, demonstrates a remarkable level of self-awareness and introspection throughout the movie.

She possesses a deep understanding of her own desires, values, and aspirations, which enables her to make informed decisions about her education and personal life. Jenny's intrapersonal intelligence is evident in her pursuit of a fulfilling academic journey, as she questions the traditional expectations imposed upon her by society and follows her own path. Furthermore, her ability to reflect upon her experiences and learn from them showcases her intrapersonal intelligence.

Despite the challenges and setbacks, she faces, Jenny remains steadfast in her self-awareness, using it as a compass to guide her decisions and navigate the complexities of life. The portrayal of Jenny Mellor in the movie "An Education" exemplifies the importance and power of intrapersonal intelligence in an individual's personal growth and development.

According to Sellars (2008), Gardner regarded his understanding of intrapersonal intelligence as "the most crucial concept for learners in the 21st century". Gardner's recent explanation of intrapersonal intelligence can be described as "a cognitive ability that processes information relevant to oneself. It examines and brings coherence to skills, emotions, beliefs, aspirations, physical sensations, and self-representations" (Moran & Gardner, 2007). The intrapersonal and interpersonal intelligence are interconnected and form the foundation for developing a sense of identity, which Gardner referred to as a working model of self (Gardner,

1999). Activities that foster self-reflection and raise inquiries about the nature of the "self" have been found to enhance this domain (Lazear, 2003), and they underlie various counseling approaches (such as existential and psychodynamic approaches).

A client who favors intrapersonal engagement may derive enjoyment and acquire knowledge through introspection, engage in metacognition, and prefer working independently. Individuals falling into this category may possess a heightened awareness of internal spiritual aspects. One of the reasons for selecting emotional intelligence for this experimental initiative is its frequent utilization of intrapersonal intelligence. To exemplify the application of intrapersonal intelligence within an educational context, Mowat (2011) successfully devised and implemented a support group approach to aid secondary students dealing with social and emotional challenges. Through this approach, Mowat managed to create circumstances and tasks that enhanced the intrapersonal intelligence of the majority of students, thereby enabling them to develop a deeper comprehension of their own behaviors.

The concept of emotional intelligence bears a resemblance to Gardner's intrapersonal intelligence. Salovey & Mayer (1990) introduced the concept of emotional intelligence as a fusion of Gardner's intrapersonal and interpersonal intelligence, with a stronger emphasis on the intrapersonal aspect (Sellars, 2008). Studies have revealed a strong association between emotional intelligence and effective interpersonal connections (Schutte *et al.*, 2001), particularly in relation to empathetic understanding, self-awareness, social abilities, and marital contentment.

#### **F. Linguistic-Verbal Intelligence**

Linguistic-Verbal Intelligence is a prominent aspect of intelligence explored in the analysis of Jenny Mellor's character in the movie "An Education" using Howard Gardner's theory of multiple intelligences. Linguistic-verbal intelligence refers to the ability to effectively use words, language, and communication skills to express oneself, understand others, and manipulate language structures.

Throughout the movie, Jenny Mellor exhibits remarkable linguistic-verbal intelligence through her eloquent and articulate conversations, her passion for literature, and her exceptional writing skills. Her proficiency in verbal expression enables her to engage in intellectually stimulating discussions, captivating her peers and mentors alike. Moreover, Jenny's deep understanding and appreciation of language nuances, symbolism, and storytelling techniques highlights her deep understanding and appreciation of language nuances, symbolism, and storytelling techniques. Her command of language empowers her to convey complex ideas, evoke emotions, through her writing, captivating her audience.

Jenny's Linguistic-Verbal intelligence plays a crucial role in shaping her educational journey and propels her toward intellectual growth and academic success. Gardner's theory of multiple intelligences provides a lens to analyze and appreciate the Linguistic-Verbal prowess displayed by Jenny Mellor in the movie "An Education", shedding light on the diverse forms of intelligence that exist within individuals.

Linguistic-Verbal Intelligence has played a central role in Western psychotherapy ever since Freud adopted the term "the talking cure" to describe psychoanalysis (Freud, 1910). It is

extensively utilized in verbal therapy, making it well-suited for clients who prefer learning and expressing themselves through spoken and written words. These individuals possess a strong capacity for memorizing information, completing workbooks, responding to written tasks, and deriving pleasure from reading. However, for clients with limited verbal-linguistic abilities, alternative modalities and intelligence become crucial.

This intelligence forms the foundation of verbal therapy, therapeutic writing, journaling, bibliotherapy, and poetry therapy, which has been implemented in clinical settings since 1970 (Bolton & Ihanus, 2011). Therapeutic writing activities encompass various forms such as storytelling, keeping diaries, journals, letters, poetry, and song lyrics (Baker & Mazza, 2004).

The utilization of writing as a therapeutic tool allows individuals to delve into narratives from different angles, contemplate their values, emotions, and sense of self, employ metaphors to address distressing issues indirectly and facilitate keen observations for the purpose of description and introspection (Bolton & Ihanus, 2011). Incorporating poetry into the process of psychological healing aims to elicit a response from clients that will actively involve them in the therapeutic journey (Koppman, 2001). Overall, writing has been discovered to empower clients in managing events and emotions, enabling them to regain some degree of control (Baker & Mazza, 2004).

### **G. Kinesthetic/Bodily Intelligence**

Kinesthetic Intelligence, also known as Bodily Intelligence, refers to an individual's ability to understand and express themselves through physical movement and body awareness. This type of intelligence is one of the multiple intelligences proposed by Howard Gardner's theory. In the movie "An Education", the character Jenny Mellor demonstrates a high level of kinesthetic intelligence.

Jenny exhibits exceptional coordination, agility, and grace in various physical activities such as dancing, sports, and even mundane tasks like getting dressed. Her body becomes a powerful tool for communication and self-expression. Jenny's kinesthetic intelligence enables her to excel in activities that require motor skills, such as playing the cello and participating in sports competitions. She uses her body to convey emotions, desires, and aspirations, making her performances more captivating and engaging.

Jenny's bodily intelligence not only enhances her physical abilities but also contributes to her overall cognitive development. By actively engaging her body and physical senses, she gains a deeper understanding of herself and the world around her. Jenny's kinesthetic intelligence is a valuable asset that enriches her learning experiences and allows her to navigate various challenges with poise and confidence.

According to Gardner (1983), bodily-kinaesthetic intelligence can be defined as the capacity to utilize one's own body in highly proficient and diverse ways, both for expressive purposes and to achieve specific goals. Blumenfeld-Jones (2009) highlights dance and skilled athleticism as prime examples of this form of intelligence. A perspective that counselors find particularly valuable characterizes this intelligence as the ability to be cognizant of one's movement, encompassing the "sensing of one's motion" and "understanding how one's body operates".

The power within this intellect implies proficiency in perceiving and moving, and a capacity to acquire knowledge through physical motion and bodily intuition, alongside possessing a sense of understanding through bodily recollection. Augmenting individuals' aptitude in recognizing their own bodies has become a component of advancing cognitive behavioral therapies, wherein the relaxation response is triggered, and it has also been a goal in somatic therapy. The enhancement of bodily awareness has been proposed as a method for addressing patients with ailments like persistent pain, obesity, and post-traumatic stress disorder (Mehling *et al.*, 2009).

### **H. Visual-Spatial Intelligence**

Visual-Spatial Intelligence is one of the multiple intelligences analyzed in the paper titled "Multiple Intelligences Analysis of Jenny Mellor in the Movie 'An Education' Using Howard Gardner's Theory". Visual-Spatial Intelligence refers to the ability to perceive, interpret, and manipulate visual and spatial information. It encompasses skills such as recognizing patterns, visualizing concepts, and mentally manipulating objects in space.

In the context of the movie "An Education", this intelligence is examined in the character of Jenny Mellor. Throughout the movie, Jenny exhibits strong visual-spatial intelligence as she demonstrates a keen eye for detail, an appreciation for aesthetics, and a talent for visualizing possibilities. Her ability to effortlessly perceive and manipulate visual and spatial information enables her to excel in subjects such as art, literature, and geography.

Jenny's visual-spatial intelligence is particularly evident in her skillful interpretation of paintings and her knack for creating visually captivating artwork. This intelligence plays a significant role in shaping Jenny's experiences, choices, and ultimately, her personal and academic development. By analyzing Jenny's visual/spatial intelligence through Howard Gardner's theory, a deeper understanding of her cognitive strengths and their impact on her character and journey can be gained.

The field of art therapy utilizes various visual techniques such as graphics, collage, drawing, sand play therapy, and symbol work, primarily focusing on visual/spatial intelligence. In general, clients who possess the capacity to visualize and create graphic designs, diagrams, images, and symbols are able to express themselves effectively through these visual modalities. Art therapy has been extensively researched over numerous decades, with studies by Hass-Cohen & Carr (2008), McNiff (2004), and Ulman & Dachinger (1996) shedding light on the ways in which images and the act of creating images can provide support in therapeutic settings.

### **CONCLUSION**

According to research findings, it is evident that Jenny Mellor in the movie "An Education" possesses various forms of intelligence. The movie showcases all eight types of intelligence, or in simpler terms, each form of intelligence is evident throughout the scenes. These intelligences include naturalist, musical, logical/mathematical, interpersonal, intrapersonal, bodily/kinesthetic, Linguistic-Verbal, and visual intelligence. Jenny Mellor's multiple intelligences are portrayed through diverse actions throughout the movie. Each action serves as an example for exploring and nurturing individuals' inherent talents and intellect. Parents and

educators play a crucial role to explore and cultivate teenagers' innate talents and intellect through opportunities to engage in a variety of activities, ensuring that they engage in activities that align with their individual strengths. By doing so, teenagers can reach their full intellectual potential, as it flourishes best when nurtured through appropriate and applicable activities.

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