

Verbal Intelligence-Based Principal Management in Increasing Competitiveness at Man 4 Kediri Indonesia

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Abstract

This research is motivated by a governance system carried out by a school principal in carrying out management functions. It starts from planning, organizing, implementing, controlling, and evaluating all elements in an educational institution so that it can run effectively and efficiently and achieve goals by maximum. Verbal intelligence possessed by a school principal will play an essential role in the success of the principal's management. This study seeks to analyse and find verbal intelligence-based principal management in increasing competitiveness at MAN 4 Kediri.

This study uses a qualitative approach: data collection techniques using in-depth interviews, participatory observation, and documentation. Data analysis uses Miles Huberman's model of condensing data, presenting data, and drawing conclusions. Site analysis uses the Bogdan model, starting from site analysis at MAN 4 Kediri. Test the validity of the data through credibility, transferability, dependability, and conformability.

The results of the study show that verbal intelligence-based principal management in improving competitiveness is by having the ability to enjoy reading and writing, enjoy telling stories and presentations well, having a good vocabulary, being able to convey ideas well, being able to communicate well, be able to discuss well, enjoys discussing ideas with others, enjoys doing research and reading interesting ideas, able to think fluently through words, has language skills to convince people, able to give explanations, able to speak and listen well to every word, able to answer questions well, able to retell things heard well, able to tell his feelings well.

Keywords: Principal management, verbal intelligence, competitiveness

Introduction

Schools, as formal educational institutions, are expected to be able to support the process of educating the nation's children to realize national education goals. High school equivalents have an essential role in leading students in adulthood to face their future amid such rapid and intense developments. Competition is at the core of a company's success or failure. (Mashuri and Dwi Nurjannah, 2019) ^[10]. Competitiveness is the ability to compete with a company. (Sugito Effendi *et al*, 2020) ^[11]. The competitiveness of an educational institution, both private and public, must be maintained and developed. With technological advances that are as sophisticated as they are today, people are getting smarter in choosing education for their children. Achieving competitiveness in such a way as to make an educational institution have bargaining power and competitiveness is undoubtedly challenging. They started by having advantages in creating quality and superior products, providing adequate facilities and services, price policies that are still affordable by the market, making locations affordable by the market, and other advantages.

The institution realizes this competitiveness, so educational institutions must be able to regulate/manage every existing educational process properly. Schools must be able to improve management to increase competitiveness. They started with planning, organizing, implementing, monitoring, and evaluating. All units' cooperation is needed to achieve the set results effectively and efficiently. In this case, the principal's critical role as a manager is undoubtedly needed. A school principal must be able to carry out managerial

functions properly. Starting from planning, organizing, implementing, monitoring, and also evaluating.

Management requires various bits of intelligence, including verbal intelligence, also called language intelligence. This intelligence includes the ability to think in words, such as the ability to understand and compose good words and sentences. (Ahmad Sahnan, 2019) ^[1]. Thomas Armstrong explained that verbal/linguistic intelligence could also be called intelligence using words. (Tina Kristiana, 2020) ^[25], Verbal intelligence is the ability to use adequate words related to speaking and communicating skills. The existence of communication through language allows everyone to adapt to their environment. (Hapsa Kamarudin, 2021) ^[6]. Verbal intelligence is the study of the science of language, which is an essential means of interaction in communication to relate to other people.

Verbal intelligence is essential for a school principal in carrying out managerial functions and starting from planning, organizing, implementing, controlling, and evaluating. This is indeed inseparable from the importance of communicating with all units in an educational institution. Moreover, in this case, the intelligence that is undoubtedly very necessary is the Principal's Verbal Intelligence.

In this study, the researcher intends to examine the management theory that has been found previously and focuses on the management of school principals based on verbal intelligence. Researchers have the belief that with all the advantages and disadvantages, everyone has extraordinary and perhaps unexpected talents.

The existence of a unique type of intelligence that can be almost the same/same/different/much difference between one individual principal and another individual principal will bring different styles in management. This is, of course, accompanied by all kinds of advantages of each. In his theory, Gardner explains that everyone has various bits of intelligence but different levels of development between intelligence. (Howard Gardner, 2003) [7].

The types of intelligence possessed by humans are various and different; someone may appear to have no ability, but he is very good at painting. Of course, each of them will become successful or become whatever according to their destiny and way of life.

An interesting phenomenon in verbal intelligence-based principal management is increasing competitiveness, especially in Kediri Regency. There is MAN 4 Kediri which has an increasing number of students every year. Community interest in sending their children to school is relatively high. The school can maintain its existence and competitiveness in the eyes of the wider community. Furthermore, it is a particular pride for students and student guardians to be able to study at these educational institutions.

The researcher chose to research at MAN 4 Kediri (located in Krecek, Badas, Kediri) as an educational institution labelled Madrasah Aliyah Negeri, which has a formal curriculum but also maintains an additional curriculum that adopts the curriculum and culture of Islamic boarding schools. Because of its uniqueness and superiority, this educational institution has good competitiveness in society, where the level of public trust is getting bigger. The birth of this public trust is none other than because MAN 4 Kediri has shown impressive performance from time to time.

Theoretical Review

Verbal intelligence is the ability to use words effectively. In everyday life, verbal intelligence helps us talk, listen, read anything (from traffic signs to classic novels), and write anything (from messages and emails to poetry and office reports). (Shurfah, 2008). Linguistic intelligence is intelligence in processing and relating to words in a language. In addition, linguistic intelligence is usually related to the ability to convey ideas and the ability to communicate.

In one journal article, it was stated that Verbal intelligence is the intelligence that every child has to compose thoughts from words or reading, speaking, listening, and writing. To lead children to have a hobby of reading, writing, singing, and good at speaking with words. In addition, verbal intelligence is also defined as the ability to solve problems. Problem-solving ability, namely the ability to demonstrate knowledge of how problems are encountered, make the right decisions, solve problems optimally, and show positive thoughts. (Nila Martini, 2021) [17].

With verbal intelligence, a person will have the ability to use words effectively, which generally this intelligence is related to speaking ability. (Ririn Setyorini, 2018) [22]. The abilities must be honed to develop further and utilized as best as possible. Verbal intelligence is the study of language science, meaning interaction is significant in communicating with other people. The existence of communication through language allows everyone to adapt to their environment (Hapsa Kamarudin, 2021) [6]. Everyone has different traits, characters, and intelligence. So adapting is essential for someone to do.

Thomas Armstrong explained that Verbal/Linguistic intelligence could also be called intelligence in using words.

Someone with this intelligence likes words and how those words are used in reading, writing, or speaking. Someone might enjoy puns, foreign languages, telling stories, spelling, creative writing, or reading. (Thomas Armstrong, 2004) [3]

According to experts, the definition of verbal intelligence is: (Tina Kristiana, 2020) [25]. Haryani explained that verbal intelligence, or clever words, is the ability to use spoken and written language precisely and accurately. Howard Gardner explained that verbal intelligence is one of humans' nine types of intelligence. By developing verbal intelligence, one will be able to process good words and communicate effectively. Setyorini also stated that Verbal intelligence is the ability to use words effectively related to speaking ability. Where to speak, someone also has to be able to arrange good words so that it seems good and easy for someone to understand. Muhammad also mentioned that verbal intelligence is intelligence related to the ability to compose words or thoughts clearly and be able to use them competently.

The existence of the ability to use and process words effectively both orally and in writing. Verbal intelligence can also be called language intelligence, which includes the ability to think with words and understand and compose good words and sentences. (Ahmad Sahnan, 2019) [1]. Verbal intelligence also includes how to communicate and listen to something. Communication itself is essential in everyday life, especially in social life. Communication must be appropriately built, from greeting each other to discussing daily life in polite language, because verbal intelligence is known as language intelligence. In general, essential verbal intelligence must be developed early to be helpful in the future. Moreover, the development of the era is very rapid, so it is necessary to develop intelligence properly so that students become intelligent people in the future.

There are also various levels of intelligence, namely, those with high, average and balanced intelligence. So that everyone's standard of intelligence is also different. In the natural world, intelligence appears together or sequentially in one or more activities. (Nurul Hidayah, 2016) [21]. Discussing intelligence itself is not only seen from one side but also from many points of view that can distinguish between the bits of intelligence that each person has. This is what makes every human being unable to equate to the intelligence possessed by everyone. Because there are various forms of intelligence, one of which is verbal intelligence.

Verbal intelligence is different from other bits of intelligence because everyone who can speak and speak can be said to have this intelligence on several levels. (Novi Wulandari, 2014) [19]. However, verbal intelligence does not mean intelligence that is identical to the subject. Because verbal intelligence is intelligence related to the ability to understand communication and information from the other person, both in oral and written form. (Desi Surlitasari, 2019) [5]. Good speaking skills will help improve one's socialization in the environment.

The power of spoken memory, remembering and repeating long words, becomes easy for people with superior linguistic intelligence. (Istinijgsij and Ana Fitrotun, 2015) [8]. For someone who feels they have this linguistic intelligence as their natural intelligence, it would be great to cultivate and develop this intelligence. Of all the prospects for someone with linguistic intelligence above, someone can also build a life with this linguistic intelligence. For this reason, cultivating and developing this intelligence is very important. Several indicators of verbal intelligence or intelligence use words, according to Thomas Armstrong: (Thomas Armstrong,

2004) [3]. He enjoys reading, telling stories, Writing stories or poetry, learning foreign languages, Having a good vocabulary, spelling, writing emails or letters, And discussing ideas carefully. (Nurul Anam, 2021) [20].

Someone has linguistic intelligence/smart using words if someone likes words and the ways words can be used in reading, writing, and speaking. Someone may be sensitive to how the words sound, what they mean, and how they are used. A person may also enjoy playing with words or inventing word games. Someone is competent in using the word whether or not someone is aware of it, but in everyday life, each of us has practiced it.

Verbal intelligence, for example, is like an orator, while for writing, it can be with writers, journalists, and so on. (Masjudin and Syahyudin, 2017) [12]. Whether written or spoken, everyone has different abilities. Some excel in writing, some speak orally, and some master both. The benefits of intelligence using words, according to Thomas Armstrong: (Thomas Armstrong, 2004) [3].

- a) Someone can communicate with others verbally or in writing;
- b) One can achieve specific achievements in life. Many things in life require intelligence to use words, be it reading, writing, spelling, memorizing words, and discussing ideas;
- c) One can visit new places and meet interesting people through books.

The clever use of words is a matter of good communication skills. Talking and listening are the simplest ways of communicating with someone. The ability to speak is a fundamental part of intelligence using words. That is much talk with someone talking to communicate, inspire, lead, and teach. One could reflect on how often one has used the ability to speak during the day when he talks with family, with father, with mother, with younger siblings, with friends, with neighbours and others. Of the umpteenth things above, including indicators of intelligence using words.

There are many indicators of verbal intelligence; someone may enjoy writing poetry but not like writing anything else. Someone may like to write but prefer to read less. Clever use of words does not mean one has to enjoy every aspect of those words and their different uses. Each person is intelligent, using words in his unique way. (Thomas Armstrong, 2004) [3]. Language or verbal intelligence can be developed by reading many books, writing, etc. Reading various books or literature can help develop verbal intelligence every day, where reading will add insight and knowledge for a person so that he can develop even better. The effectiveness of learning to develop speaking and writing skills can also be done by practicing it daily.

The best way to motivate them to develop verbal intelligence is to talk to them, provide lots of books and recordings, and create opportunities for them to write and read. (Mubiar Agustin, 2013) [15]. In addition, honing language intelligence skills can also be done not only by reading but also by increasing reading comprehension. In addition to being able to enrich words from an oral perspective, this can be done by practising variations on the use of intonation in a variety of different contexts. The learning style for someone with verbal skills refers to a person's ability to reason, solve problems, and learn to use language. So, reading and how will he know and understand the contents of the reading he has read so that it is of maximum benefit.

Sharpening verbal skills is also not only with books or writing but also through singing. Many people can sing, but the researcher still needs to develop it. Therefore, honing singing skills is also essential. Because verbal ability can be seen in his likes to read, write, sing and so on. This can also develop their language or speaking skills because they have broad knowledge and insight.

Linguistic intelligence conveys intrapersonal knowledge, an example of integrating intelligence interactions. (Howard Gardner, 2003) [7]. One of Gardner's assumptions is that every human can adequately develop all of his intelligence. This can happen if his abilities are processed better so that he can reach a higher level than his previous abilities.

Research Method

This study used qualitative research methods. Research with a qualitative approach is an approach in conducting research oriented towards natural phenomena or symptoms. The implementation of this research is fundamental or down-to-earth and naturalistic or natural. This kind of research is often called naturalistic inquiry, field study, or observational study. Therefore, it cannot be done in the laboratory but in the field.

According to John W. Creswell, qualitative research begins with assumptions and then looks at the management of principals based on multiple intelligences in increasing competitiveness with a theoretical lens. It is processed by studying existing problems and research that examines how humans understand social problems or social problems—other humanity. (Creswell, 2017). Qualitative research, which has a descriptive nature, produces an analysis through induction in detail and describes phenomena, events, and events that occur in society by selecting, sorting, classifying, describing, and concluding. Process and meaning are further enhanced in this qualitative research.

The researcher uses a phenomenological qualitative approach. This means that the researcher is trying to reveal the symptoms and follow the context through data collection and qualitative research techniques. The phenomenological approach attempts to understand individuals or a person's life or experience through their perceptions. To know the world lived by individuals, it is necessary to know their perceptions of something. (Creswell, 2017).

With this phenomenological approach, researchers try to understand and interpret the meaning of an interaction event of human behaviour in certain situations according to the researcher's perspective. Judging from the place, this research is field research (field research). This research was carried out by researchers with direct contact with objects, especially in their efforts to obtain data and various information. In this study, the characteristics of the variables studied were described without any special treatment or control. Substantive research like this is a phenomenon about the world of meaning, so the data is qualitative in a natural setting.

In this study, the presence of researchers is necessary. Researchers as key instruments where researchers here plan, implement, collect, analyse, interpret data, and report research results. As the primary instrument, researchers are also required to understand various behaviours, interactions between subjects, movement activities, expressions, values, symbols, and anything related to the subject through participant observation, in-depth interviews, and document retrieval on-site. This study's data sources are people, goods, documents/archives, events, activities/activities, places/locations, and circumstances related directly or

indirectly to the research focus. In this research, the data analysis model used by researchers is the Miles and Huberman interactive model, which uses three stages in conducting a qualitative research analysis.

The three stages of Miles, Huberman's model analysis a references

- i) Data condensation, namely selecting, focusing, abstracting, and transforming data
- ii) Data display, namely presenting data in the form of detailed reports and arranged in sequence so that the structure is understandable,
- iii) Drawing conclusions (conclusion drawing/verification). (M.B. Miles and A.M. Huberman, 1984) [9].

Bogdan and Biklen offer three data collection techniques, namely:

- i) In-depth interviews,
- ii) 2) participant observation (participant observation), and
- iii) 3) study documentation (study document).

(Robert C. Bogdan and Sari Knopp Biklen, 1998) [23]. In the data collection procedure in this study, researchers used in-depth interviews, observation, documentation, online search, viewing, and note-taking techniques. As a critical instrument, checking the validity of the data must also be carried out by the researchers themselves. The data-checking technique that the researcher used refers to the concept of Guba and Lincoln, namely the degree of credibility, transferability, dependability, and confirmability. (Moleong, 2003) [14].

Discussion

Top management, which includes planning, organizing, implementing, controlling, and evaluating to improve competitiveness, requires a system of elements in educational institutions to work together. The principal must be able to communicate well and convey everything by utilizing the verbal intelligence that the principal has.

Thomas Armstrong explained that linguistic intelligence is intelligence in processing and relating to words in a language. In addition, linguistic intelligence is usually related to the ability to convey ideas and the ability to communicate. (Thomas Armstrong. 2004) [3]. Howard Gardner explained that someone who has linguistic intelligence would be able to compose words and sentences correctly. (Howard Gardner, 2003) [7]. Ariani Shurfah added that verbal intelligence is using words effectively in everyday life. Verbal intelligence helps us talk, listen, read anything (from traffic signs to classic novels), and write anything (from messages and e-mails to poetry and office reports). (Shurfah. 2010) [24]. Thomas Armstrong added that Verbal/Linguistic intelligence could also be called intelligence in using words. Someone with this intelligence likes words and how those words are used in reading, writing or speaking. Someone might enjoy puns, foreign languages, telling stories, spelling, creative writing, or reading. (Thomas Armstrong. 2004) [3].

A principal who has verbal intelligence and can maximize his intelligence will be able to communicate well and convey everything well. Good communication from a school principal will be very beneficial for the school principal in carrying out management functions. The intended management function starts from planning, organizing, implementing, controlling, and evaluating.

The principal of MAN 4 Kediri was also happy to write down important notes during meetings/sharing/discussions/presentations/headmaster

meetings/training, or at any event. The principal likes to take notes/write them down. If the notes are necessary to be conveyed to the vice principal, teachers, and students, he will convey them. The Principal of MAN 4 Kediri hopes that no points will be forgotten or missed with this note. In addition, this record will also be used in planning, organizing, implementing, controlling, and evaluating all activities and programs to increase future competitiveness.

Both loves to tell stories and present well. The salient features indicating that children with good linguistic intelligence will be seen in their ability to read and write, tell stories, spell words correctly, and have more vocabulary for children of their age. (Ririn Setyorini, 2018) [22]. This phenomenon sharpens Howard Gardner and Thomas Armstrong's theory of verbal intelligence. One indicator of verbal intelligence is being able and happy to tell stories and present well. (Thomas Armstrong. 2004) [3]. So, the two principals above have the ability and like to tell stories well in order to motivate vice principal, teachers and students. This is in the context of maximizing the implementation of the principal's management function in increasing competitiveness.

Third, have a good vocabulary. As alumni of Islamic boarding schools who certainly have high religiosity, with the experience of the two principals who are also extraordinary, the two principals have a good and polite vocabulary. The two principals were found to have a good vocabulary in every discussion, presentation, casual chat, meeting, speech, answering questions, telling stories, and conveying everything.

The fourth can convey ideas well. Language intelligence can contain a person's ability to use language and words, both written and spoken, in a variety of different forms to express his ideas adequately. (Anita Indra, 2020) [2]. The two principals in the selected schools could convey ideas well, be it in discussions, presentations, casual chats, meetings, speeches, or answering questions. This ability to convey ideas makes it easy for the interlocutor to understand and accept the ideas conveyed by the principal.

Fifth, able to communicate well. Principals at MAN 4 Kediri were found to have good communication skills. The principal can communicate well with the vice principal, teachers, staff, students, community members, guests from the service, and anyone in the educational institution environment he meets. Principals with lines of communication and relationships are a factor in program implementation. (Novan Ardy, 2020) [15]

Sixth able to discuss well. The two school principals could have good discussions with the vice principal, teachers, staff, students, and wherever the forums they participated. The principal of MAN 4 Kediri was able to have good discussions. The principal did not appear to be monopolizing the meeting; communication was found to be two-way. The principal can accept criticism, suggestions, and input from vice principal, teachers, and students. In each discussion, the principal allows all vice principals, teachers, staff, and students to convey ideas, ideas, and opinions under the discussion material. At the end of the discussion, the principal will decide by considering all the ideas, ideas, criticisms, suggestions and input available.

Seventh likes to discuss ideas with others. The ability to discuss ideas, share ideas, and ideas with vice principal, teachers, staff, fellow vice principal, with relations, and with anyone who understands and understands is very important for a school principal. The phenomenon of school principals who like to discuss ideas with others further strengthens the theory of Howard Gardner and Thomas Armstrong. One

indicator of someone having verbal intelligence is speaking ideas well. (Novan Ardy, 2020) ^[15]. Principals who can discuss ideas well will undoubtedly be very good at implementing the principal's management function to increase institutions' competitiveness.

Eights enjoy doing research and reading up on interesting ideas. The two principals elected were found to enjoy researching and reading up on interesting ideas. Principals like to do research and program development for the benefit of educational institutions. The research that the two principals are doing is by frequently sharing with vice principal, teachers, students, various relations in the world of education, meetings with fellow principals, from various pieces of training and seminars.

The ninth can think fluently through words. Thinkers with verbal-linguistic characteristics are usually adept at manipulating language syntax (structure or arrangement of sentences). (Miksan Ansori, 2016) ^[13] A school principal who can think fluently through words can convey everything smoothly, which will, of course, be very important for a school principal. The phenomenon of school principals being able to think fluently through words further supports the theory of Howard Gardner and Thomas Armstrong. One indicator of someone having verbal intelligence is thinking fluently through words. (Syurfah. 2010) ^[23]. The school principal will find it easier to deliver remarks, presentations, stories, sharing, discussions, and answer questions. Ideas, ideas, or whatever is conveyed by the principal will undoubtedly be easier to understand and more readily accepted by vice principal, teachers, staff, students, and relations. This will undoubtedly be very important in properly carrying out the principal's management function, starting from planning, organizing, implementing, controlling, and evaluating to increase competitiveness.

Tenth, have the language ability to convince people. Both school principals have the language skills to convince all elements of educational institutions, starting from deputy heads, teachers, staff, students, and relations in the world of education. The two school principals were able to convince the people around them to believe and believe in a particular program or idea implemented through formal meetings or maybe through non-formal chats. When he was around the school room/when he greeted the teachers in the teacher's office.

The eleventh can explain. Intelligent people in this field can argue, convince, entertain, or teach effectively through spoken words. (Mukni'ah, 2021) ^[16]. Both school principals were able to provide explanations in good, polite, explicit language and in language that many groups easily understood. Both school principals were able to explain well in official and non-official forums, meetings, discussions, remarks, presentations, and casual chats. The principal can also quickly explain each school's vision, mission, ideas, and programs and understand all elements. The school principal was also found to be able to explain and respond to any questions, criticisms, suggestions, and input that was available properly so that the person concerned and everyone in the forum was able to understand what the principal meant. The phenomenon of school principals being able to provide explanations further strengthens the theory of Howard Gardner and Thomas Armstrong. One indicator of someone having verbal intelligence is being able to provide explanations. (Shurfah. 2010) ^[24].

The twelfth can speak and listen well to every word. Both principals in selected institutions can speak and listen well to

every word conveyed by other people, whether these words are addressed to them directly or indirectly. Both school principals are very sensitive to all the information they receive. The principal was also found to refrain from monopolizing the conversation in every discussion forum, meeting or chat. The principal provides an opportunity for each vice principal, teacher, staff, and student to voice their opinions, ideas, suggestions, criticisms and input. The school principal could convey, respond, and respond appropriately and wisely from all the information and input he received. The principal can speak every word smoothly, politely, kindly, and in language that is easy to understand and not offensive.

The thirteenth was able to answer questions well. The two principals could answer questions smoothly, kindly, clearly, politely, and firmly plus being friendly. The principal can answer questions well, in language that is easily understood and accepted by those concerned and everyone in the forum. The school principal was also able to use language appropriate to the situation and conditions, both in formal and non-formal meeting situations.

The fourteenth can retell things that are well-heard. The two principals could adequately explain everything coherently and precisely based on the information they received. He can convey information well, both in official meetings and official events, as well as in casual discussions and chats. Both school principals were found to carry often and use agenda books which contained important notes on what they conveyed.

The phenomenon of the principal being able to retell well-heard things further strengthens the theory of Howard Gardner and Thomas Armstrong. One indicator of someone having verbal intelligence is retelling correctly heard things. (Shurfah. 2010) ^[24]. The principal can receive information and convey it back to the parties concerned. The principal can retell things that are heard well, which will be very important in implementing the principal's management function to increase educational institutions' competitiveness.

The fifteenth can tell her feelings well. Both school principals could convey their feelings well, in language that was easy to understand, casually, fluently, both in casual conversation situations and in formal situations of meetings/ceremonies/presentations/when providing motivation. The two principals were also able to express their pleasure at the achievements of the teachers and students. Both school principals gave awards in the form of speeches and rewards to teachers and outstanding students. The two principals also often advise refraining from judging the rewards in nominal value. However, please look at the value of the awards and appreciation the school institution gives.

The sixteenth can practice reading well. The principal of Queen High School was found to be from Cirebon, who has a West Javanese accent, with a slightly mixed accent of West Javanese and a little East Javanese. The principal was able to adjust well and convey everything well. He was found to be able to practice reading well in presentations, speeches, meetings, casual chats, reciting the Qur'an, reciting the yellow book, and reading poetry. In conveying something, he could say it clearly, flexibly, firmly, and politely.

The seventeenth can chat and share well. The two principals could chat and share generously, in good, firm, and flexible language, both in official and non-official situations. The principal does not monopolize the chat. The two principals could listen and speak well in every chat and sharing. The principal was found to be very appreciative and respectful, friendly, and polite to anyone he was communicating with,

both to the vice principal, teachers, staff and to students. The two principals were found to sometimes chat about something important or maybe chat to greet each other to increase intimacy with the vice principal, teachers, staff, and students. Chatting or sharing is usually done by the principal in the teacher's office when meeting, or there is an opportunity to go around the school.

The eighteenth was able to comment well. Both school principals were found to be able to provide good comments on all existing programs and activities. Both school principals could also provide good comments on existing achievements, both achievements on school achievements, vice principal, teachers, staff, and students. The two school principals could also provide good comments on things even though they might still need to meet the principal's expectations. The principal was found to be able to convey comments in language that was smooth, polite, friendly, explicit, easy to understand, and not offensive.

Nineteenth, can tell wisdom and relate stories to the material. Both school principals were found to be able to relate specific stories to the material he was presenting or the material being discussed. Both school principals often relate stories from *Kiai/Ulama/Leaders* to take lessons and lessons together. The two principals invited all elements of educational institutions, starting from the vice principal, teachers, staff, and students, both in official and non-official forums. To reflect, think together, take lessons, and as much as possible to *itba'* about stories, materials, experiences, words of wisdom, *qaul, maqolah*, and certain *Kyai's* said according to the discussion material. The principal hopes that what is conveyed will increase further the understanding and enthusiasm of all elements in realizing the ideals of educational institutions.

Twenty, can share experiences well. The two principals selected were able to share their experiences well in official and non-official forums, presentations, remarks, meetings, discussions, or chats. The two principals shared experiences they had experienced following the material being discussed or even just casual stories. The school principal could adjust to the situation and conditions for what he confided, conveyed or told. The two principals were found to be familiar and friendly to all residents in their educational institutions.

Management of principals based on verbal intelligence increases competitiveness with the Multiple Intelligence Verbal/Linguistic Intelligence theory of Howard Gardner and Thomas Armstrong. So, the theory applies to the management of principals based on verbal intelligence in increasing competitiveness. So based on critical analysis, research findings have developed and corroborated the theory of Multiple Intelligence Verbal Intelligence by Howard Gardner and Thomas Armstrong. In the future, the multiple intelligence theory of Verbal/Linguistic Intelligence can be developed into a verbal intelligence-based principal management theory ideal for increasing competitiveness in schools or madrasahs.

Conclusion

Management of principals based on verbal intelligence in increasing competitiveness at MAN 4 Kediri, Krecek, Badas, Kediri is carried out with the principal having the ability to enjoy reading and writing, telling stories and presenting well, has a good vocabulary. Can convey ideas well, communicate well, discuss well, like to discuss ideas with others, do research and read interesting ideas, think fluently through words, and have the language skills to convince people. Also able to give explanations, able to speak and listen well to

every word, be able to answer questions well, be able to retell things heard well, be able to tell their feelings well, be able to practice reading well, be able to chat and share generously, be able to give comments well, able to tell wisdom and interpret stories with the material, able to share experiences well.

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