

THE ROLE OF PARENTS IN DEVELOPING MULTIPLE INTELLIGENCES FOR CHILDREN AGED 5-6 YEARS DURING COVID-19 PERIOD

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ABSTRAK

Orang tua memiliki peran strategis dalam mengembangkan potensi anak. Keragaman potensi kecerdasan anak membuat orang tua harus mampu mengidentifikasi dan menstimulasi potensi kecerdasan majemuk yang dimiliki anak. Mengacu pada teori kecerdasan majemuk, orang tua harus mampu mengoptimalkan kecerdasan anak, baik kecerdasan intelektual maupun kecerdasan majemuk lainnya. Penelitian ini bertujuan untuk menemukan upaya orang tua dalam mengidentifikasi dan menstimulasi kecerdasan majemuk anak umur 5-6 tahun pada masa covid-19. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan Teknik pengumpulan data observasi, wawancara, dan dokumentasi, analisis data triangulasi. Desain penelitian menggunakan *grounded theory*. Hasil penelitian menunjukkan bahwa orang tua mampu mengidentifikasi, menstimulasi, dan mengembangkan kecerdasan majemuk anak. Anak mampu mengikuti stimulasi dan pengembangan pembelajaran di rumah Bersama orang tua dengan bermain, bercerita, dan kegiatan yang berorientasi pada lingkungan selama masa covid-19.

Kata kunci : *Orang tua, Multiple Inttelegences*

ABSTRACT

Parents have a strategic role in developing childrens potential. The diversity of children intelligence potential makes parents have to be able to identify and stimulate the child potential for multiple intelligences. Referring to the theory of multiple intelligences, parents must be able to optimize children intelligence, both intellectual intelligence and other multiple intelligences. This study aims to find out the efforts of parents in identifying and stimulating the multiple intelligences of children aged 5-6 years during the COVID-19 period. The method used in this research is qualitative with data collection techniques of observation, interviews, and documentation, triangulation data analysis. The research design uses grounded theory. The results showed that parents were able to identify, stimulate, and develop childrens multiple intelligences. Children are able to participate in the stimulation and development of learning at home with their parents by playing, telling stories, and environment-oriented activities during the COVID-19 period.

Keywords: *Parents, Multiple Intelligences*

INTRODUCTION

Learning by spending time studying with their parents. The Indonesian Ministry of Education and Culture enacted the Circular Letter No. 3 of 2020 regarding the Covid-19 prevention in the education unit due to the Covid-19 pandemic. This pandemic was getting worse and forcing the government to change the learning system to prevent the spread of Covid-19 in education. In one of the points, the Education unit was advised to adjust the habit of healthy and clean living culture and temporarily refrain from carrying out activities that could potentially gather a large number of people, such as camps, field trips, and teaching and learning activities (Fatimah&Mahmudah, 2020).

During the Covid-19 period, teaching and learning activities were not limited to classrooms (Mustakim et al, 2021). They could also be carried out in the home environment and the community. Everything could be carried out well and smoothly. Furthermore, they could run smoothly as long as the facilities support and are adequate, such as a stable internet network. Implementing this education also had implications for the implementation of early childhood education.

Early childhood education aims to direct the potential of children as early as possible to prepare children to adapt to their environment. According to Law Number 20 of 2003 concerning the National Education System in Article 1 point 14, early childhood education is defined as a coaching effort aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to assist physical growth and development and spiritually so that children have the readiness to enter further education.

Providing stimulation to help children grow and develop needs to be carried out by all components involved in early childhood education settings,

i.e., parents, teachers, and the environment. According to Morisson (2016), parents are responsible for parenting, nurturing, educating, and protecting children. Meanwhile, Lestari (2012) claims that the parents' role is the method used by parents related to the view of the tasks that must be carried out in raising children.

Thus, parents play a fundamental role in the growth and development process of early childhood because parents are the first school for children to be able to gain experience and learning for early childhood. The values instilled by parents will be more digested and embraced by children when parents provide suitable treatment. Parents determine how their children behave in the future because the child will be patterned according to the pattern of the surrounding community in their hands (Purnamasari, 2021). It challenges parents to educate and identify the unique potential of children's intelligence that God Almighty has bestowed.

Intelligence in the old paradigm is oriented to cognitive abilities such as the structure of reason which is often called IQ (*intelligence quotient*). However, each individual has a heart structure that functions to grow the aspects of affective, moral, emotional, spiritual, and religious, which proves that each individual has three bits of intelligence, namely; IQ (*intelligence quotient*), IE (*emotional intelligence*), and IS (*spiritual intelligence*). All of them form a hierarchy of intelligence that is owned as a whole by each individual (Mujib, Mudzakir, 2002).

Along with the development of science and research, a more comprehensive theory of intelligence has been found that discusses individual potential. The theory was created by Horwad Gardner, a developmental psychologist, and professor of education from the *Graduate School of Education, Harvard University, United States*. This theory discusses specifically the talents and intelligence of each individual. This

theory also changes the assumption that individuals only have three types of intelligence, as evidenced by the results of his research showing that there was no unit of human activity that only used one kind of intelligence. According to Gardner (2003), intelligence in multiple intelligences includes verbal-linguistic intelligence (word smart), logical-mathematical intelligence (number/reasoning smart), visual-spatial intelligence (color-picture intelligence), and musical intelligence (sound smart), and kinesthetic intelligence (movement smart), interpersonal intelligence (social smart), intrapersonal intelligence (self/people smart), naturalist intelligence (nature smart), existential intelligence (life smart essence). Each intelligence in multiple intelligences has specific indicators. Multiple intelligences in each individual are unique and easy to identify through observations of behavior, actions, sensitivity and interest in something, prominent distinctive abilities, and pleasure in something.

Based on the explanation above, it can be seen that the potential given to humans had a very complex, sophisticated nature, and all theoretical points of view, such as behaviorism, structuralism, and cognitive science, appeared one after another according to the progress of science (Delgoshaeia, 2012).

Therefore, there are different points of view on what intelligence is and how it functions. Modern intelligence theory considers the traditional notion of intelligence as an adaptive competence to problems in its environment. Howard Gardner's cognitive theory, e.g., emphasizes the different abilities humans acquire in diverse cultural contexts and introduces the concept of "plural intelligence".

It is undeniable that the theory of multiple intelligences helps parents identify the potential of early childhood who are born with their uniqueness. In addition, it helps parents discover their children's strengths and weaknesses, thus enabling them to provide opportunities

for children to develop their abilities from an early age. Parents can act as educators, facilitators, motivators, supporters, and role models for their children to develop their children's potential (Susilawati, 2020). The role played by parents is very relevant to an educational theory that sees children as the center, attention to the development of children's potential, and parents as facilitators, motivators, and supporters in developing their child's potential. The family is the first and foremost place where children get an education. Although biologically, the development of children at an early age runs rapidly, sociologically, they are still highly bound by their environment and family. Parents, especially mothers, must understand the importance of providing education to their children from an early age. In addition to the family, the community environment also affects children's education. Child development depends on intrinsic factors (potential, talent, and interest) and environmental factors (nature, society, and culture).

The United Nations General Assembly (Megawangi, 2003) explains that the primary function of the family is as a vehicle for educating, nurturing, socializing children, and developing the abilities of all its members so that they can carry out their functions in society well, and provide satisfaction and a healthy environment to achieve a prosperous family. Therefore, the role of parents is not limited to nurturing and developing the potential of children but must be able to identify, stimulate, and develop the diversity of children's potential by paying attention to every aspect of their development. The role of parents reinforces action and mental support for developing children's intelligence potential. The authors examined the research, "*The Role of Parents in Developing Intelligence for Early Childhood five to six years*". The implications of this research are expected to be the basis for parents to detect the potential of early childhood intelligence and the ability to reinforce

early childhood intelligence, which refers to the theory of Multiple Intelligences.

RESEARCH METHOD

The research method was qualitative. The type of approach used in qualitative research was a descriptive approach. The research respondents consisted of 10 parents and ten early childhood children aged 5-6 years old in Pawenang village, Bojong Sub-district, Purwakarta Regency. The data collection technique used observation, interviews, documentation, and triangulation data. The data collection instruments used human instruments or the researchers themselves, interview guidelines, and observation sheets.

Furthermore, the research data analysis used an *Interactive Analysis* model with three components, i.e., data reduction, data presentation, and drawing conclusions or verification.

DISCUSSION

Based on the research results in the field regarding the role of parents in developing multiple intelligences for early childhood 5-6 years old in the village of Pawenang, Bojong Sub-district, Purwakarta. It was obtained from interviews with ten parents who have early childhood 5-6 years to obtain an overview of children's potential intelligence. The general overview showed that early childhood children 5-6 years old in Pawenang Village, Bojong Sub-district, Purwakarta Regency had various kinds of intelligence given by Allah SWT from birth, which was marked by the diversity of abilities and talents shown by children during observations and interviews with parents.

In addition, the interview results showed that the parents' role was vital for developing talents and intelligence in early childhood because parents were the first source of experience and learning in the life span of early childhood. Parents' positive environment and climate were provisions for children to develop themselves in the following age period.

Parents knew that the most basic educational process in early childhood was obtained from the interaction and parenting patterns.

Meanwhile, the result of interviews with ten parents in Pawenang Village, Bojong Sub-district, Purwakarta Regency showed that there were many ways to detect the intelligence potential of early childhood, which could be done by identifying early childhood behavior in their daily lives, namely what their interests, hobbies, abilities, and other developments such as fine motor skills, gross motor skills, communication skills, the ability to express opinions, the ability to know himself, and the ability to know the people around him. Parents identified visible behavior based on daily behavior with their parents while at home.

In addition, the interviews with seven children, including three girls and four boys, showed that they could express their passion for playing, painting, coloring, and exercising. Moreover, they could express their hobbies in real terms through playing activities with their parents at home. In line with the results of this research, warm interaction between children and parents and support from people could affect their learning outcomes. Children felt enthusiastic about learning and had a sense of being helped by parents in solving problems when children had difficulty learning something (Purnamasari, et al., 2022).

Parents are the first stimulator for developing intelligence potential in early childhood. According to Khairi (2018, p. 16), early childhood is an individual undergoing a very rapid process of growth and development, even said to be a developmental leap. Early childhood is a child with an age range of 0-6 years old. Nowadays, the child is growing very rapidly compared to the next age. This age is the most critical phase to ripen children's intellectual potential, which parents must supervise. In line with this opinion, the results of interviews with ten parents showed how things could be done to stimulate the development of

multiple intelligences in early childhood, including:

1. Playing

Based on everyone's interviews with parents and children, it was revealed that playing activities were a delightful stimulation for children that functioned to explore various potentials of children. Playing in question involves interaction between parents and early childhood by using game media that hone children's abilities, including drawing tools, puzzle games, simple letter and number cards using paper, and other simple game tools. By playing, children will explore themselves with kinesthetic activities and other mental activities such as thinking and expressing ideas. Meanwhile, parents can identify the potential multiple intelligences of children through the playing process so that the following process can be *reinforced* in the form of simple exercises based on the identification of their children. The interviews with parents from AS, NM, SQ, RP, RJ, and the US revealed that simple playing activities through drawing and playing letter cards could develop communication/ verbal, logical kinesthetic, visual, and interpersonal intelligence. In line with this, playing in early childhood can be used to learn many things, be able to recognize the rules, socialize, place oneself, and manage emotion, tolerance, and cooperation (Afdilla, 2020).

2. Storytelling

Storytelling is a method for developing one's language and imagination. Another opinion was put forward by Yaumi (2013) which states that the storytelling method is a way of conveying or describing an event through words, pictures, or sounds given some other improvisation from the

narrator so that it can beautify the course of the story. The interviews with seven parents found that storytelling activities were always carried out in daily communication with their children. The storytelling activity used parents' experiences as material for telling stories and fairy tale book media as the source. According to the parents, it was a method to stimulate children to develop language, intrapersonal, and interpersonal intelligence and train their creativity. In this activity, parents could assess the extent of their child's intelligence so that this storytelling activity could be repeated to develop intelligence following the intelligence that stood out in the child.

3. Caring for the Environment

Caring for the environment is an activity of sensitivity to the environment, both with nature, plants, animals, and fellow creatures of God. The observations and interviews with all parents and children showed that they were involved in activities with the natural surroundings. The surrounding nature is the residential environment, parks, backyard gardens, and public and tourist facilities. Parents invited children to get to know the environment and the components that exist in the environment, such as recognizing the types of plants in the garden, introducing various colors of plants, recognizing the types of animals in the garden behind the house, and directing them to love fellow creatures created by God. Wijana (2008: 1.3) explains that the range of growth and development of early childhood takes place from birth to six years of age. At this time, the growth and development of children at an early age can be said to be relatively rapid. Children easily imitate the things they see or hear from the people around them. At this

age, children easily respond to the stimulation provided by the environment, which is then used to develop physical, cognitive, language, social-emotional, discipline, independence, and moral and religious abilities. If children are provided with education and good values from an early age, they can develop their potential in excellent and valuable directions.

Thus, parents' activities in providing stimulation in the form of practical activities starting from giving examples, directions, and explanations, and applying the values of caring for the environment will be able to develop naturalistic and interpersonal intelligence in early childhood. Children will easily imitate and interpret what they see and feel at this stage. In line with the opinion of Armstrong (2009:10), naturalist intelligence is the ability to categorize and create hierarchies of the state of organisms such as plants, animals, and nature.

Based on the explanation above, the parents' roles in developing multiple intelligences for early childhood could be done in various ways in communicating by utilizing game media, carrying out verbal activities such as telling stories to stimulate language, intrapersonal, visual Intelligence, etc. In addition, activities involving the environment stimulated children's intrapersonal and naturalist intelligence to train children to care about plants and animals and self-sensitivity to maintain the sustainability of the surrounding ecosystem. Therefore, playing, telling stories, and caring for the environment could strengthen parents in developing early childhood intelligence in the Pawenang Village, Bojong Sub-district, Purwakarta Regency.

According to Jumadi (2019), the following are some obstacles to developing multiple intelligences: *first*, some parents are unfamiliar with

the concept of multiple intelligences. *Second*, parents' attention to developing children's intellectual understanding is still lacking. *Third*, lack of synergy between three educational institutions (family, community, and school). *Fourth*, children hear too many theories without allowing them to experiment.

The obstacles parents face when developing children's multiple intelligences in the village of Pawenang, Bojong Sub-district, Purwakarta Regency included is the lack of understanding of the concept of multiple intelligences as a whole, so it was wrong to understand the potential of children's intelligence. The second was that the limitations of educational game media to stimulate children's multiple intelligences were marked by the lack of playing media. The third was the understanding of parents who only focused on intellectual intelligence so that the stimulation was given only in rote memorization, reading, and counting activities. The fourth was the commitment parents build toward their children in a strengthening process that required high consistency in providing stimulation for early childhood.

CONCLUSION

Overview of *multiple intelligences* in early childhood in Pawenang Village, Bojong Sub-district, Purwakarta Regency showed that each child had all kinds of intelligence according to the potential bestowed by God. Parents had been able to identify the potential of multiple intelligences by communicating and interacting with children, even though parents did not fully understand the concept of multiple intelligences holistically.

To detect early and develop multiple intelligences for early childhood during the Covid-19 era, parents have shown that they had full time with their children so that they had broad opportunities to interact warmly with

them. Parents did several things to develop multiple intelligences by providing stimulation or *reinforcement*. It was done by observing and identifying what appeared in the child's behavior and what his hobbies and interests were. In addition, communicating and interacting in daily life provides stimulation using playing, storytelling, and caring for the surrounding environment.

First, the factors that hindered parents in developing multiple intelligences in this research are the lack of understanding of the concept of multiple intelligences. Therefore, they misunderstood the potential of children's intelligence. Second, educational game media's limitations in stimulating children's multiple intelligences were marked by the lack of playing media. The third was the understanding of parents who only focused on intellectual intelligence so that the stimulation was only in rote memorization, reading, and counting activities. The fourth was the commitment parents built toward their children in a strengthening process that required high consistency in providing stimulation for early childhood.

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