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Strategies for Developing Early Childhood Multiple Intelligence in the Family Environment

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Abstract
This study aims to analyze strategies for developing multiple intelligences in early childhood within the family environment. As a literature review, this research utilizes various sources such as books, journals, proceedings, and scientific articles related to multiple intelligences, early childhood development, and the role of family education. Data were analyzed using content analysis techniques. The results show that the development of multiple intelligences in early childhood within the family environment can be optimized through the active role of parents in stimulating various intelligences, including logical, linguistic, kinesthetic, social, and emotional intelligence. An approach focused on children's interests and talents, accompanied by activities such as educational games, motor skill exercises, and open communication, can support holistic and balanced intelligence development. The implementation of these strategies is expected to help young children achieve optimal development across various intelligence aspects.

Keywords: *Development Strategies, Early Childhood, Family Education, Multiple Intelligences*

INTRODUCTION

The family is the oldest informal educational institution and is also natural by nature (Adi, 2019). It is the first place where a child grows and learns. Within the family, children learn many things encompassing cognitive, affective, and psychomotor domains. Therefore, families are expected to play their role as an educational foundation, enabling children to grow and develop optimally in these three areas. As an educational institution, the family is expected to provide for both the physical and psychological needs of children so they can grow harmoniously as both individuals and social beings (Jailani, 2014). Hence, parents, as leaders of family education, are encouraged to commit to meeting their children's physical and psychological needs.

One crucial aspect of a child's development is intelligence. When discussing intelligence, experts have their respective views according to their areas of study (Machali, 2015). It is commonly believed in society that intelligence is closely associated with logical-mathematical abilities. However, psychologist Howard

Gardner broadened this perspective by introducing the concept of multiple intelligences (Wijaya, 2018).

Howard Gardner's theory of multiple intelligences emerged from his and his colleagues' concerns regarding the then-prevailing concept of intelligence, which focused solely on cognitive aspects. According to Gardner, intelligence is not limited to cognitive abilities but also includes sensitivity to the environment. His theory of multiple intelligences divides intelligence into several components: linguistic, logical-mathematical, spatial, kinesthetic, musical, intrapersonal, interpersonal, and naturalist intelligences (Syarifah, 2019).

Relevant studies have shown various strategies that parents can employ to nurture their children's multiple intelligences. Tanfidiyah researched verbal-linguistic intelligence in early childhood, finding that children's communication skills develop significantly when parents frequently read stories and engage in short discussions with them (Nur Tanfidiyah & Ferdian Utama, 2019). Sumarni highlighted that developing logical-mathematical intelligence at home through simple counting activities and introducing numerical concepts positively impacts children's critical thinking skills (Sumarni, 2022). Furthermore, Sukatin examined early childhood affective and social development in relation to family interactions, finding that children's emotional sensitivity and social skills significantly improve with active parental involvement (Sukatin, Nurul Chofifah, Turiyana, Mutia Rahma Paradise, Mawada Azkia, 2020). However, most studies focus on individual types of intelligence rather than a holistic development of multiple intelligences. There is a significant gap in studies that comprehensively explore parental roles in fostering all types of intelligence, especially within the unique and integral environment of the family.

This study aims to bridge this gap in the literature by examining strategies for holistically nurturing multiple intelligences in early childhood within the family setting. The state-of-the-art approach in this research is its comprehensive integration of various intelligence types into everyday family activities, allowing parents to optimize their roles fully. Thus, this study provides a novel contribution to the literature on multiple intelligences in early childhood, an area that remains largely unexplored within the context of the family as a cohesive unit.

Early childhood is defined as the period before seven years of age. This age is known as the golden age, as children possess the potential for optimal growth and development during this period, which will not recur (Dewi & Wijaya, 2021). Therefore, this stage requires special attention from all educators, especially parents, to help children grow and develop optimally and achieve their potential. One area that must be maximized is related to multiple intelligences. This study will review literature on strategies for nurturing multiple intelligences in early childhood within the family environment. Through this research, parents are expected to better understand and apply appropriate strategies to support their children's development across the full spectrum of multiple intelligences, thereby achieving a balance in cognitive, affective, and psychomotor aspects.

METHODOLOGY

This research falls under the category of literature review studies. A literature review study is a type of research that uses various sources, such as books, journals, conference proceedings, and other scientific articles, as the primary data sources. The

stages of this research begin with establishing the research objectives, followed by a literature search conducted both online and offline. The literature gathered includes works related to multiple intelligences, early childhood, and family education. Next is the stage of selecting literature that aligns with the research objectives. Afterward, the selected literature is analyzed and synthesized into concepts that are presented in the discussion. The final stage is drawing conclusions (Adnyani & Wijaya, 2023). The data analysis technique used is content analysis, which involves analyzing the data or content within the literature (Supadmini, Wijaya, & Larashanti, 2020).

RESULTS AND DISCUSSION

The discussion for this article is related to multiple intelligences, family education, characteristics of early childhood and strategies for developing multiple intelligences in early childhood in the family environment.

Multiple Intelligences

According to Gardner's view, multiple intelligences contain three abilities, namely a person's ability to solve contextual problems, the ability to produce new problems to be solved and also the ability to produce something for many people (Musfiroh, 2014). Multiple intelligence consists of various types of intelligence as below:

Verbal/linguistic intelligence

Verbal or linguistic intelligence is a child's ability to process various forms of letters, words or sentences both orally and in writing. Children who have this intelligence generally like things related to language, literature or communication, for example making poetry, telling stories, making creative words and are also able to communicate ideas or experiences well. Children who have verbal or linguistic intelligence generally have the talent to become writers, editors, writers and other professions (Amir, 2013).

Mathematical logical intelligence

Mathematical logical intelligence is a child's ability to use numbers and have reasoning abilities for this. Children who have this intelligence are generally able to process number operations quickly and correctly and are also able to link concepts, principles, theories, facts or laws logically and correctly. Children who have this ability are generally suitable to become scientists, statistics and other jobs (Fadilah, 2019).

Spatial intelligence

Spatial intelligence is a person's ability to understand images or space, both two-dimensional and three-dimensional, and is also able to represent various forms of concepts, information and data in the form of images or space, for example tables, graphs, infographics, charts and so on. Spatial intelligence is also related to a person's ability to organize space or the like so that it looks attractive or aesthetic (Abidin, 2017).

Kinesthetic Intelligence

Kinesthetic intelligence is a person's ability to empower all of their body movements, whether to communicate, solve problems or display something interesting and worth watching. Children who have kinesthetic intelligence generally have talent as dancers or sports athletes (Ma'arif, Rofiq, & Nabila, 2020).

Intrapersonal intelligence

Intrapersonal intelligence is the part of intelligence that is related to a person's recognition of himself, both strengths and weaknesses. This intelligence is also related to a person's ability to maintain one's mood and emotions in certain situations

(Maitrianti, 2021). Intrapersonal intelligence will later influence interpersonal intelligence.

Interpersonal intelligence

Interpersonal intelligence is an individual's ability to interact with other people. People who have good interpersonal intelligence are generally able to interact well with other people (Qowiyah, 2020). Characteristics of individuals who have good interpersonal intelligence are generally being able to read other people's moods, detecting other people's intentions and desires and being able to influence other people (Oviyanti, 2017).

Musical intelligence

Musical intelligence concerns a child's ability to understand and produce works related to music. Children who have this intelligence will be able and sensitive to rhythm and use musical instruments (Andari & Wiguna, 2023). Apart from that, children who have this intelligence will have the talent to become a songwriter, singer or music player (Febriana & Sofyan, 2022).

Naturalist Intelligence

Naturalist intelligence is related to a child's ability and feelings towards nature (nature) (Saripudin, 2017). Children who have naturalistic intelligence are generally able and enjoy learning about nature, both its biotic and abiotic components, and enjoy various activities of a natural nature. outdoor. This intelligence concerns cognitive and affective aspects (Wijaya & Dewi, 2021).

Family Education

As we all know, the family is the first and foremost place in a child's education process. Ki Hadjar Dewantara believes that in family education, parents, in this case the child's father and mother, act as the main educators, teachers and mentors. Therefore, it is not an exaggeration that parents should be able to be role model for their children because when they are young they learn by imitating what their parents and other people in their family do (Jailani, 2014).

In the family education process, there are three types of education that should be instilled in children by their parents, namely physical education, emotional education and social education. Physical education is provided so that children can meet their basic physical needs and master various kinds of motor movements. Emotional education is provided so that children get used to expressing their emotions in a measured way and in the right situations. Social education is taught so that children have social skills so that they can easily adapt to the environment in which they live (Saputra, 2021).

Family education has a very strong influence on the success of a child's learning process at school. Appropriate and optimal family education will certainly provide maximum learning outcomes for children when pursuing formal education. In family education, children will learn a lot about religious, moral, cultural and skills values (Nasution, 2019). Based on this, parents are of course expected to understand and realize that they are also educators so that they do not only depend on their children's learning process on educators at the formal education level.

Early Childhood Development

Early childhood is a child who is at a golden age. Children will grow cognitively, affectively and psychomotorically at that age. Early childhood cognitive development is related to visual, auditory, mathematical, geometric and scientific abilities. For visual development, children are able to recognize various kinds of objects, compare objects based on size and also group objects according to similarities, for example similar colors and other similarities. For auditory abilities, children are able to hear the sounds of various objects and some can imitate them and also listen to short stories and remember them. Children's mathematical abilities can also be developed, such as recognizing numbers and writing them back down as well as counting objects whose total is under 10 (ten). Then, for children's geometric abilities, they can be introduced to several simple flat and spatial shapes that children often see, for example circles, triangles, balls, cubes and other shapes. In early childhood science development, children are able to carry out simple science process skills, for example observing, communicating and other activities (Khadijah, 2016).

The affective development of early childhood is also something that needs attention. At this age, children are initially egocentric. But then the child will slowly develop social attitudes, for example being friendly by smiling at people he knows or wants. Then the child will socialize with friends of the same age or playmates who he knows at school or at home. After that, children will begin to develop a desire to play together, collaborate and sometimes have competition (Rohayati, 2013).

Psychomotor development in early childhood consists of two types, namely gross motor movements and fine motor movements. Gross motor movements are movements that involve large muscles such as arms, legs, hands and other movements. Fine motor movements are movements that involve small muscles. Examples of gross motor movements include running, jumping and walking. Then fine motor movements, for example, are cutting, drawing and other activities (Rizqia, Iskandar, Simangunsong, & Suyadi, 2019).

Development of Multiple Intelligences in Early Childhood in the Family Environment

The discussion regarding the development of multiple intelligences in early childhood is carried out per aspect of multiple intelligences. The discussion is as follows:

Logical/Mathematical Intelligence

Mathematical logical intelligence can be developed in various ways. For example, parents stimulate children to recognize numbers and write them down. Then parents slowly stimulate children to learn to count various objects under ten in number. Apart from that, parents can stimulate children to compare two objects by looking for similarities and differences, for example what are the similarities and differences between men and women in terms of external appearance. Children can also be trained to group various objects based on similarities, for example similar colors and shapes. The simple concept of cause and effect can also be introduced to young children.

Linguistic intelligence

Linguistic intelligence in early childhood can be developed by parents by training children to speak spoken language. For example, read a short and simple children's story and then invite the child to ask questions based on the content of the

story. Apart from that, parents can also ask their children about what they experienced when they were at school or when they were somewhere, for example at a relative's house. This will certainly train children to develop expressive language.

Intrapersonal Intelligence

It is important for early childhood intrapersonal intelligence to be developed in the family environment. Because this intelligence will support children to carry out their two natures as humans, namely individual and social creatures. Parents can of course teach children intrapersonal intelligence in the form of self-control exercises. For example, getting children used to queuing when shopping or going to the playground, slowly training children not to cry easily in public places and also encouraging children to tidy up their toys after playing so that they develop a responsible attitude.

Interpersonal Intelligence

Interpersonal intelligence is intelligence related to a child's ability to interact with other people. Parents can train this intelligence in their children by building their children's empathy or sympathy. For example, by teaching children to share food with friends who are less fortunate or don't bring food. Parents can also stimulate children to develop a helpful attitude, for example inviting children to tidy up the study table.

Kinesthetic Intelligence

Introduction to children's kinesthetic intelligence begins with training children in gross and fine motor movements. Parents can do gross motor movements to train children to walk, jump, throw and catch and various other gross motor movements. Then fine motor movements can be trained in young children by teaching them to move various objects from one hand to another, use writing tools and arrange objects to form a certain shape. Apart from that, parents also need to detect their child's interests and talents. If a child has interests and talents related to kinesthetic intelligence, parents should facilitate these talents to grow well.

Musical Intelligence

Musical intelligence is more influenced by children's interests and talents and support from the environment, including the family environment. Therefore, parents should identify their children's interests and talents. If a child has talent in the musical field, parents can facilitate this by enrolling the child in a music course.

Naturalist Intelligence

Naturalistic intelligence can be developed in children by educating children to love nature and other living creatures. For example, introducing various kinds of animals with attractive visual displays (cartoons or animations) so that children will have the impression that not all animals are scary. Apart from that, parents also routinely invite children to play in nature while learning, for example taking children to gardens or urban parks while introducing them to interesting plants, for example various kinds of flowers.

Spatial intelligence

Spatial intelligence can be developed in children by inviting them to arrange various places in the family environment, for example arranging the children's room, dining table or other places so that they look clean, neat and aesthetic. In this way, children develop good spatial planning skills.

In the development of multiple intelligences the role of parents is very important. The role of parents in this case is as a child's motivator, facilitator so that the child's multiple intelligences can develop optimally and provide the child's various

physical and spiritual needs so that the child's multiple intelligences can grow optimally. This research focuses on strategies for developing multiple intelligences in early childhood in the family environment. This research examines the role of the family, especially parents, in supporting the development of children's multiple intelligences through stimulation of various intelligences which include logical, linguistic, intrapersonal, interpersonal, kinesthetic, musical, naturalistic and spatial aspects. This research uses a literature review approach based on Howard Gardner's theory of multiple intelligences, where intelligence is seen as a multidimensional ability that includes problem-solving abilities and sensitivity to the environment, as well as children's ability to produce creative ideas that are useful for others.

Based on the results of literature analysis, strategies for developing multiple intelligences in early childhood can be carried out by optimizing the role of parents as main educators. For example, for logical-mathematical intelligence, parents can introduce numbers, count objects, or group objects based on shape and color. Linguistic intelligence can be developed through language activities, such as reading stories and having dialogue about children's daily experiences. Intrapersonal and interpersonal intelligence can be developed by training children to control themselves, queue, and hone their empathetic attitudes through sharing activities or helping friends. Kinesthetic, musical and naturalist intelligence can be introduced by providing space to move and play in nature, introducing children to the rhythm of music, and teaching them about the diversity of flora and fauna. The development of spatial intelligence can be trained with spatial or environmental planning activities so that children are trained in visualization and aesthetics.

The novelty in this research lies in the comprehensive approach proposed in developing multiple intelligences in early childhood in an integrated manner in the family environment, so that it does not only focus on cognitive aspects, but also on a balance between cognitive, affective and psychomotor aspects that are adapted to the characteristics of early childhood. . The contribution of this research lies in providing strategic guidance for parents in optimizing children's multiple intelligence potential through daily interactions, which not only strengthens the role of the family as the main educator, but also provides a basis for the development of children's character and social skills in the future.

CONCLUSION

Multiple intelligences view intelligence not solely as a cognitive aspect but as a holistic concept encompassing cognitive, affective, and psychomotor dimensions. Multiple intelligences can be cultivated in early childhood, a critical developmental period marked by rapid growth in these areas. Strategies for fostering children’s multiple intelligences in the family environment are implemented by addressing various intelligence types. Parents play a role as motivators, facilitators, and providers of physical and spiritual needs. The conclusion of this study is that developing multiple intelligences in early childhood can be optimized through active parental involvement within the family setting. Families, especially parents, hold a crucial role as primary educators in stimulating various types of intelligence, such as logical-mathematical, linguistic, intrapersonal, interpersonal, kinesthetic, musical, naturalistic, and spatial intelligence. Each of these intelligences can be nurtured through relevant daily activities such as play, dialogue, storytelling, and interactions with the surrounding environment. This approach emphasizes the importance of

providing balanced stimulation across cognitive, affective, and psychomotor aspects, aligned with the developmental stage of early childhood. Thus, the approach of multiple intelligences not only supports children's intellectual abilities but also strengthens their character, social skills, and creativity. Implementing this strategy offers practical, comprehensive guidance for parents while reinforcing the family's role as the primary foundation for children's education and development in the future.

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