

## Smart Parenting to Improve Children's Intrapersonal Intelligence

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### Abstract

Smart Parenting aims to help children reach their full potential, develop their skills, enhance their learning abilities, and become competent and successful individuals. Also, requires parents to understand their child's needs and apply the right approach to support their development. This includes providing emotional support, providing fun learning experiences, and hands-on experiences that help children develop their skills. The method used is descriptive and involves a qualitative approach. From the results of the TPA At-Taufiq Cimanggis survey he conducted, it appears that parents' understanding of the intrapersonal intelligence of 25 parents of TPA At-Taufiq Cimanggis students is relatively low. People who don't understand Intrapersonal Intelligence emerge as 40% of themselves. The most widely used parenting style by students' parents is authoritative with a percentage of 36%. That is, parents of TPA At-Taufiq Cimanggis argue that the authoritative type is most appropriate for developing children's interpersonal intelligence. Because to develop children's interpersonal intelligence, one type of leadership that can be used is the authoritative type. Authoritative is a style that emphasizes open and two-way communication, and has a positive influence on children. Parents who use an authoritative style usually set clear boundaries and give their children age-appropriate freedoms. In addition, parents also explain the reasons behind the limitations given, so that children can understand and understand the importance of complying with these rules. This study hopefully gives the description about the understanding level of parenting types happened in one of education institutions in Jakarta. In the future, it will become an input for further research.

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## INTRODUCTION

Technological developments that are fast and easily accessible by all groups are implications of the development of science, have positive and negative impacts on individual and social life. Side by side with the context of change, education exists as an individual stronghold to maintain and protect positive life norms and values that already exist in society. The process of quality education provides a role as a self-strength from the negative effects of globalization for individuals, communities and countries.

A developing child requires more special attention from parents. Sometimes busy parents are unable to pay attention to their children. Children are often left to play alone unsupervised. Parenting patterns thus affect the physical and physical development of children.

Ki Hajar Dewantara inside (Samho & others, 2019) stated that "Family is the first and most important center of formation, because since the birth of human civilization until now, the family has always influenced the growth of everyone's character. In addition, parents can instill the seeds of kebatinan in their children's souls according to their respective mysticism. Parenting is influenced by parental values and beliefs, and parents can guide certain parenting styles (eg, how or whether parents monitor children's whereabouts). While it is possible for parents to adjust their parenting style over time, early parenting styles can remain relatively stable even as parents change habits or practices that they feel are developmentally appropriate (or inappropriate).(Lansford et al., 2013)

According to(Protzko et al., 2013)Intelligence consists of linguistic intelligence (intelligent in speaking), logical-mathematical intelligence (intelligent in numeration), spatial-visual intelligence (intelligent visually/image), and kinesthetic intelligence (intelligent in movement). There is also interpersonal intelligence (People Smart), intrapersonal intelligence (Self Smart) and naturalistic intelligence (Natural Intelligence).

In theory, Gardner proposes that intelligence is much more than what is measured by traditional IQ tests and the verbal and spatial intelligences assessed by traditional schools. Rather, there are eight (and perhaps nine) different intelligences that describe how children learn and understand the world around them in different ways. This intelligence includes linguistic intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily kinesthetic intelligence, interpersonal intelligence, personal intelligence, and naturalistic intelligence.(Riley, 2020).

Although every child has eight different intelligences, intelligence expert Thomas Armstrong says that every child always tends to have multiple intelligences. Therefore, according to Armstrong, no parent can distinguish their child from other children. If a child has naturalistic intelligence, they don't necessarily have linguistic intelligence - and vice versa. However, there are also those who have two or three prominent intelligences(Deary et al., 2009).

This study identified appropriate parenting styles for developing intrapersonal intelligence in children. One's intrapersonal intelligence is also important in forming mature self-awareness, enabling one to succeed at home, at work, and in close relationships with others. Many children who are out of school find that being away from school unplanned gives them more time to explore who they are, what they believe in and what they want out of life. refers to heightened forms of intrapersonal intelligence(Riley, 2018)

While other opinions state that the intrapersonal domain represents individual subjective psychological functions, the interpersonal domain represents individual social functions(Dufner et al., 2019).(Park et al., 2017)argues that intrapersonal competence predicts better academic performance and interpersonal competence predicts better relationships with peers.

Intrapersonal intelligence is defined as an individual's ability to evaluate and manage one's internal experiences and enables that individual to enhance positive personal functioning (eg, well-

being and mental resilience), while difficulties in this process may increase the likelihood of developing mental health problems.

Parenting styles can be distinguished based on parental beliefs about parental responsibility and parental control/demand. Parental responsiveness refers to warm messages that help children feel cared for, supported, and accepted, as well as messages that show parental sensitivity to children's needs and feelings. Parental demands refer to efforts to control children's behavior through discipline, negotiation, or setting boundaries. The impact of these parenting behaviors on the child's socio-emotional development, and the parents' ability to adjust their controls and responses appropriately over time ((Baumrind, 2013).

In what has become one of the more classic typologies of parenting styles, Diana Baumrind initially identified four main parenting styles known as authoritative, authoritarian, permissive, and neglectful.(Baumrind, 2005). Recently,(Baumrind, 2013)identified another style called directive parenting that helps explain the nuances of strict parenting that can be beneficial to children and is common in some cultural contexts(Sorkhabi, 2012)

Adolescents display better emotional health (eg, fewer problem behaviors) and more competent (eg, they are more self-confident, independent, prosocial, cooperative, and achievement-oriented). Parents who use a more authoritarian discipline style have young children (ages 5-6) with better emotional regulation skills(Lee et al., 2016).

One of the most important milestones in children's social-emotional development is the development of their theory of mind. These include, for example, judging different wants (i.e. two people can have different wants for the same thing), different beliefs (i.e. two different people can have different opinions), access to information (i.e. people who have never seen physical objects wouldn't know) and hidden emotions (i.e. people can deliberately hide their true emotions by manipulating facial expressions). However, it turns out that authoritarian parenting hinders the development of the child's theory of mind, while authoritarian parenting tends to encourage the child's socio-emotional development.(O'Reilly & Peterson, 2014).

The high level of coercive parental control characteristic of authoritarian parenting can be seen as a form of parental overprotection because it occurs with a low level of responsiveness to the child's real needs and feelings. Overprotective parenting style has a negative relationship with adolescents' emotional intelligence(Lee et al., 2016).

The most effective parenting practice for raising emotionally and socially intelligent children is titration of parental directiveness with the child's autonomy at a level appropriate for the child's developmental state. Parents also balance providing support with clear expectations for appropriate child behavior. Negative emotional experiences in children become teachable moments, guided by parental validation and help. Nearly all parenting practices require near-constant adjustments to a child's social and emotional development, as an illustration of both the fine skills and the art of effective parenting.(Segrin & Flora, 2019).

## **METHODS**

This research method uses a descriptive method and is accompanied by a qualitative approach, as well as a descriptive research form. What is meant by descriptive research is a research method that moves to visualize and interpret the material as it is. The research was conducted at TPA At-Taufiq Cimanggis, Depok City. This study aims to obtain data on how Parenting Patterns of Parents Against the Development of Intrapersonal Intelligence of TPA At-Taufiq Cimanggis students with participating parents of students in the TPA At-Taufiq Cimanggis class, totaling 25 people. Data analysis used in this study used data triangulation techniques.

Data collection techniques used in this study were observation techniques, direct communication techniques, indirect communication techniques and documentation techniques. Data collection tools included observation sheets, interview guides, questionnaires and documentation sheets. The data analysis model used in this research is the supervision qualitative analysis strategy. The qualitative data analysis strategy for verification is an attempt to inductively analyze research data carried out during the research process (Bungin, 2007).

## RESULTS AND DISCUSSION

### Parents' Understanding of the Development of Children's Intrapersonal Intelligence

(Petty et al., 2008) argues that internalizing a variety of mood and anxiety disorders that target the inner world, puts a person at risk for developing mood and anxiety disorders later in life.

In fact, the dissonance literature has a narrative paradigm of belief which refers to the process by which people believe what they are told by others (that is, when they "believe their own lies"). (Protzko et al., 2013). Remarkably, however, these social factors are implicit rather than explicit in consistency theory, which emphasizes intrapersonal rather than social factors (Protzko et al., 2013). Readings about the social animal. New York, NY: Worth.

Research result (Rossignac-Milon & Tory Higgins, 2018) that is, this intrapersonal focus is essentially detached from the reality of how people think and feel. Humans are very interpersonal creatures. People are constantly communicating with each other, telling each other their thoughts and feelings, listening to each other, understanding things together, and thinking and feeling together. And the moments when they believe that other people are thinking and feeling with them—that other people have shared the same mental journey to reach the same conclusions—those are the times that people experience the world as making sense. . These shared thoughts and feelings are those that are experienced as truest, serving as anchors to the real world

**Table 1.1**

**Understanding of Parents of TPA At-Taufiq Cimanggis Students Regarding Intrapersonal Intelligence**

O	PARENTS RESPONSE		%
	Understand		32
	Do not understand	0	40
	Doubtful		28
	<b>Amount</b>	<b>5</b>	<b>0</b>

Based on table 1.1 above, parents' understanding of intrapersonal intelligence from 25 parents of TPA At-Taufiq Cimanggis, namely 8 people responded to understand, 10 people gave responses they did not understand and 7 of them said they were unsure.

### Parenting Patterns in Developing Children's Interpersonal Intelligence

One of the most classic types of parenting styles, Diana Baumrind originally identified four main parenting styles known as authoritarian, authoritarian, permissive, and neglectful. (Baumrind, 2013).

Recently, (Baumrind, 2013) identified another style called directive parenting that helps explain the nuances of strict parenting that can be beneficial to children and is common in some cultural contexts (Sorkhabi, 2012). There are also parents who give and take, so they sometimes want to

accept their children's opinions or reasoned arguments. Parents are results oriented and focused on teaching children to think for themselves and grow into independent adults.

The high level of coercive parental control characteristic of authoritarian parenting can be seen as a form of parental overprotection because it occurs with a low level of responsiveness to the child's real needs and feelings. Overprotective parenting style has a negative relationship with adolescents' emotional intelligence(Lee et al., 2016).(Baumrind, 2013)argues that authoritative parenting during the preschool years is associated with adolescents who are less engaged, have more internalization problems, including depressive symptoms, and have lower self-esteem. Others suggest that maternal authoritarian parenting has also been shown to predict greater externalization in the form of physical aggression in preschool children.(Muñoz et al., 2017).

(Laurin et al., 2015)states that one of the more well-documented effects of parental overprotection, particularly in young children, is anxiety. The effects of parental overprotection are broad and based on a variety of socio-emotional effects on children, such as:) and dysregulation (eg, "not touching certain objects because of feelings")(Cooklin et al., 2013). Other studies have shown that parental independence is not related to young people's emotional intelligence(Argyriou et al., 2016).

The style of the guide helps explain research that has highlighted, for example, the cultural appropriateness and actions of some Chinese-American parents who demand family obedience, decency, honor and respect; from some very respectful and respectful Spanish parents or conservative European parents(Baumrind, 2013);(Wang et al., 2012); Halgunseth, Ispa, & Rudy, 2006;(Sorkhabi, 2012)Together, authoritative and directive parenting is combined with the most positive results in terms of the social-emotional development of the child.

Of the parenting styles discussed so far, authoritative parenting is considered the most effective promoter of social-emotional development. Authoritarian parenting is also becoming more common in some cultural contexts, such as Sweden, where cultural values increasingly emphasize equality and authoritarian parenting practices that use strict and reasoned parental control without harsh corporal punishment(Trifan et al., 2014).

(Baumrind, 2013)stated the same thing that Among these styles, authoritative parenting is considered very effective in improving children's social-emotional development. Authoritative care is characterized by parents' responses to include children and provide age-appropriate care. Moderate or very demanding parents, but not convincing them.

**Table 1.2**  
**Types of Parenting Patterns of Parents of TPA At-Taufiq Cimanggis Students**

NO	PARENTS RESPONSE	F	%
1	Permissive	7	28
2	Authoritarian	4	16
3	Authoritative	9	36
4	Directive	5	20
<b>Amount</b>		<b>25</b>	<b>100</b>

Based on table 1.2 above, the types of parenting styles of parents towards children from 25 guardians of TPA At-Taufiq Cimanggis found that 7 people used the permissive type, 4 people with authoritarian parenting styles, used authoritative parenting styles, namely 9 parents and those who experienced this type of parenting style. directive has 5 parents.

## CONCLUSION

From the results of the At-Taufiq Cimanggis TPA research, it shows that parents' understanding of intrapersonal intelligence of 25 parents of students at TPA At-Taufiq Cimanggis is relatively low, indicated by the response of parents with a percentage of 40% who do not understand intrapersonal intelligence. The type of parenting that is most widely applied by parents of students, namely the type of authoritative parenting with a percentage level of 36%, meaning that parents of TPA At-Taufiq Cimanggis argue that the authoritative type is the most appropriate in developing children's intrapersonal intelligence, this is in accordance with the results of the study (Baumrind, 2013) who stated the same thing that Among these styles, authoritative parenting is considered very effective in improving children's social-emotional development. Authoritative care is characterized by parents' responses to include children and provide age-appropriate care. Moderate or very demanding parents, but not convincing them.

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