

Parenting Relationship with the Multiple Intelligences of Children Aged (10-11 years) in SDN III Campurdarat Tulungagung 2017

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ABSTRACT

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Many parents force their children to get high score on their academic achievement, so they ask their children to Attend the informal course. On the other hands, there is something wrong happened based on the parents system. It is about the children's after-school activity. Many children follow the course regularly informally in the afternoon and then they never study anymore at home. They always go to the course disciplinary but actually they do not have intention to study the lesson. The just want to get pocket money not to get the achievement of the lesson. The purpose of this research is to analyze the relationship between parents' and children's care complex system brightness. This on age 10-11 years of research is done on February 19th 2017 at SDN III, Campurdarat, Tulungagung. The method research was Analytic research design using cross sectional approach. The population of the research was parents that have children on age 10-11 years old. The sample is taken using total sampling technique. The Independent variable is the parent's care system and the dependent variable is children's complex brightness on age 10-11 years old. The instrument of research is questionnaire. The Data are processed by the editing, coding, scoring, tabulating and analyzing statistical Rest. The using Spearman rho of Spearman rho test result is caught p value 0.073 is bigger than alpha of 0.05 ($0.073 > 0.05$) so H_0 is accepted, its mean there is correlation between parents care system and children's complex brightness on age 10-11 years old at SDN III, Campurdarat, Tulungagung.

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I. INTRODUCTION

Parenting is a pattern or system that is applied in maintaining, caring for and rearing a child that is relatively consistent over time. a phenomenon that a lot happening at the moment is that many parents who demand that the child in order to obtain high academic achievement. This is an obstacle for the child if the lessons he received it difficult to understand as possible because the learning process is less interesting, boring and monotonous material taught so it is not uncommon that children be underachiever. Achievement categories under intellectual abilities he has. As a result of errors that parenting is child follow the guidance of non-formal learning so that when he got home did not learn, put pocket money than neatness and achievements, indifferent to his parents,

Multiple intelligence becomes strategic when it is known that the future potential for developing human brain function is before the age of 8 or 9 years old. Therefore, ages 0-8 or 9 years is called the golden age. Research shows that physically, the development of the human brain will cease at age 12, with the details: development in the womb up to 25%, ages 0-9 years at 90% and at the age of 12 years affected more than 100%. Meanwhile, the intellectual development of a person (meaning the functional aspects of the human brain to think), will cease at age 18, with the details: until the age of 4 years to reach 50%, age 8 to 80% and the age of 18 years to reach 100%. Based on

these studies it is clear. that the most rapid period of physical growth and intellectual human being is at the early age. At the age of 10-11 years children usually able to think concretely and at that age should ideally measure intelligence.

The impact of parenting parents were less well he or she can cause children distress, because of the pressure that the child could be scared, insecure, anxious, inferior, insecure in relationships, children are less creative, talent capabilities will be hidden and makes children tend to be naughty, spoiled, weak, dependent on others, are emotionally immature, and even more worrying when the child has low self-esteem, social isolation, until the risk of suicide (Yusniyah, 2008).

A good solution to solve some of the above problems is to give more attention to children, how to good interacted with others, provide a calm and motivate learning in children, establish good communication with the child, providing the rules - specific rules in order to the child is not too freed, giving sanctions that can be accepted by children, for children aged 10-11 years fikirannya still unstable (Djamarah, 2014).

Based on the above phenomenon, researchers are interested to know and prove how parents with multiple intelligences of children aged (10-11 years) in SDN III Tulungagung Campurdarat 2017.

II. RESEARCH METHOD

The research method was all the processes needed in the planning and conduct of the study. This study design using analytical descriptive analysis is the analysis the researchers conducted directly to the respondent by distributing questionnaires to be analyzed (Sugiono, 2008).

The population in this study was students aged 10-11 years old and their parents, in the III SDN III Campurdarat as many as 35 people. The sample was students aged 10-11 years old and their parents, in the SDN III Campurdarat that each - each amounted to 35 people. Data collected using questioner sheet. This study was conducted on 19-20 February 2017 SDN III Campurdarat tulungagung.

In analyzing parenting parent relationship with the multiple intelligences of children aged 10-11 years SDN III Campurdarat Tulungagung 2017, using Spearman rho test statistic. When *p value* < 0.05 is said to be significant, the hypothesis if the $p \text{ value} \leq 0.05$, then H_0 is accepted and H_a rejected. That is, there is a relationship between variables parenting parents with the multiple intelligences of children aged 10-11 years, meanwhile, if the $p\text{-value} \geq 0.05$, then H_0 is rejected and H_a accepted. That is, there is no relationship between the variables parenting parent with the multiple intelligences of children aged 10-11 years.

III. RESULTS AND DISCUSSION

1. Parenting Parents Childhood (10-11 Years)

Table 1 The frequency distribution parenting parents of children aged (10-11 years) in SDN III Tulungagung.

No.	Parenting Children	freq	%
1	Permissive	1	2,86
2	Authoritarian	1	2,86
3	Authoritative	33	94.29
	Amount	35	100%

Based on Table 1 above shows that nearly all respondents 33 (94.29%) have an authoritative parenting style.

2. Multiple intelligences

Table 2 Distribution of the frequency of multiple intelligences musical SDN III Campurdarat Tulungagung.

No.	Multiple intelligences	freq	%
1	Very less	0	0
2	Below average	2	5.7
3	Normal	10	28.6
4	Above normal	12	34.3
5	Stand out	11	31.4
Amount		35	100%

Source: *Questionnaire Research 2017*

Based on Table 2 above shows that nearly half of the response and 12 (34.3%) of respondents have intelligence compound at levels above normal.

IV. DISCUSSION

A. Results Parenting Parents Childhood (10-11 years)

Based on the results showed that the total 35 respondents almost entirely of respondents as many as 33 (94.29%) of respondents have an authoritative parenting style.

Parenting is a pattern of interaction between parents when interacting with children, including how to - how to apply the rules, teaching the value of the norm, attention and affection and show the attitude and behavior so that as an example and role model for his children (Shanty in Hilmansyah, 2008).

Researchers agree with the above theory, that parents who have the authoritative parenting style is strongly influenced by the age of matures as to provide good parenting for their children where parents apply parenting authoritative parenting is not old-fashioned and stiff.

B. Multiple Intelligences Research Results

Based on the results obtained almost half of the respondents as many as 17 (48.6%) of respondents have multiple intelligences musical at levels above normal.

Multiple intelligences approach that characterized the development of learning children grow and develop as a whole, not just one dimension that is developed within a certain time or otherwise not all dimensions have the same speed of development. Multiple intelligences can be classified as follows: 1) the musical intelligence is sensitive to pitch, melody, rhythm, and sound. Armstrong (in Rasiyo, 2005).

Researchers agree with the above theory, that multiple intelligences above normal in the child - the child has no musical ability, the ability to bring themselves and interaction with others and the ability to interact with nature with better ability. Multiple intelligences of children supported by the child's age where research findings indicate that 10-year-old child had multiple intelligences largely normal, and children aged 11 years almost half have multiple intelligences above normal and almost half have multiple intelligences stand, where the 11-year-old child began formal operational thinking deductive-hypothetical nature and operational thinking also think combinatory and the transfer of pre-operational thinking into concrete operational.

B. Analysis parenting parents relationship with the multiple intelligences of children aged (10-11 years)

Spearman rho test results obtained statistical p value is greater than alpha 0.494 0.05 (0.494 > 0.05) so that the H_0 is accepted and rejected it means there is no relationship with the parents' parenting musical multiple intelligences of children aged (10-11 years) in SDN III Campurdarat Tulungagung.

Parenting is given to the child's behavior in order to provide affection, protection, guidance, direction and education in daily life - today and how attitudes of parents in relation to their children (Alsa in Mawardi, 2008). While multiple intelligences approach that characterized the development of learning children grow and develop as a whole, not just one dimension that is developed within a certain time or otherwise not all dimensions have the same speed of development. According Tientje and Iskandar (in Setiawati 2008) the attention of parents to the child's abilities very positive influence on the multiple intelligences of children, while the parents distrust of the ability of a child will negatively affect the multiple intelligences of children.

The results above are not consistent with the theory that the attention of parents to the child's ability to be very positive influence on the multiple intelligences of children. But in the study found no association between parents' parenting on children multiple intelligences. It is biased because of that the multiple intelligences of children is the innate nature, where the role of parents are providing assistance, guidance and direction to the person who is owned by his son and cannot change it.

V. CONCLUSIONS

Based on the results parenting relationship with the multiple intelligences of children aged (10-11 years) in SDN III Campurdarat Tulungagung can be concluded that from 35 respondents almost entirely 33 (94.29%) of respondents have an authoritative parenting style, while almost half of 12 (34.3%) of respondents have intelligence compound at levels above normal. And in an analysis using Spearman rho test statistic none parenting relationship with the multiple intelligences of children aged (10-11 years).

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