

Parental Participation in Increasing Children's Multiple Intelligence

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ABSTRACT

The role of parents in assisting children to develop self-potential is an interesting research study because it will expose the extent parents' perspective influences their activeness in managing children's self-development. Similarly, the purpose of this research is to find out parents' perspectives regarding children's multiple intelligence and parental participation in optimizing their potential. The theoretical study in this research presents the concept of the nine types of multiple intelligence delivered to 100 parents who have primary school children in the city of Kupang, East Nusa Tenggara Province, Indonesia. This study used a descriptive quantitative approach with descriptive survey research methods. Results of the study concluded that the understanding of parents regarding children's multiple intelligence is at the level of just know and only a small number of parents assisted in the development of their children's multiple intelligence. Mentoring by parents in the form of active participation through including their children in various courses, competitions, and spiritual guidance as a forum for developing children's self-potential. Meanwhile, the obstacles faced by parents consist of several factors, namely: time, material, education level of parents, and the environment where children live. Therefore, parents need to be provided with skills in accompanying the child through seminars/training.

Keywords: parental participation, increasing, multiple intelligence, children

1. INTRODUCTION

Every child was born with different potential as a gift of God in human life. The potential that God has given to every child aims for his/her well-being and the continuity of human civilization, so it is important to develop a child's potential into competencies for their future. The first step in developing a child's potential lies in the efforts of parents to find out the talents/abilities that their child has. The main goal is the parent can perform the potential development measures and personality of the child appropriately.

Why should parents? Because parents have full rights to educate their children and directing for a good end. Thoomaszen and Tameon describe, family is the first place in education and parents are the first educator at the development of child potential [1]. Recited on the universal principle that parents are the principles of the principle that interact with their children, then when parents run the role, children are stationed as subjects of education, so the potential of children can develop as wide. When parents give their children a chance to determine and enjoy various play activities or interpret with themselves, the people who are around him, and other things that raise children as a person who has the freedom

of exploring themselves. Siphai explains that by building positive interaction in children, parents have introduced the development of intelligence and abilities in children [2].

Another important thing is the parents motivate, accompany, and facilitate children to develop gradually. The parent's guidance needs to calculate the interest and happiness of the child in it. Surasmi said clearly that the various development of children should be done with the basic of thinking children choose or interested in doing it, the child is happy at the time of doing it, and the child is involved in its interest. If that happens, then the child will have valuable experience of self-development [3]. The parents who know and realize the potential in their children motivate the child's will to develop its potential, then it's likely that the child will have success in the future.

However, not all parents know and understand the potential that God-given to their children. It is because, parents do not see any excess in children, less of a child's attention, do not know exactly what talent or intelligence of a child, confused in defining what kind of dominant intelligence on children. Plus, with a minimum of directions and custody patterns for parents. Besides the limited understanding of parents regarding the potential

self-preservation of the potential of their children, parents tend to apply fewer custody patterns to develop children’s abilities and talents. On the other hand, the parent hand over the responsibility of educating the school with the strip of thinking, school is an ideal place to develop a child’s potential. It’s getting worse by the conditions where parents only appreciate children who have logical and language abilities and other intelligence always look in one eye. The pattern thinks it’s delightful with the results of Eminita and Astriyani research that the parents are assessing that their children’s intelligence based on each subject in the school, here is one of the mistakes of a parent’s intelligence in escorting children’s education of their own. This mistake was triggered by the perception or ignorance of parents regarding the patterns of the child well and proper [4].

Scrutinize problems that occur in a society that parents who do not know the potential or types of intelligence of children have been burdened by the role of parents in developing children’s potential. If this is allowed to do so, it will become the child’s future, where the child will be hampered in determining a life career and the possibility of failing in optimal success for himself, his family, society, and the nation, especially for the Creator. So, parents need to be helped to understand the intelligence possessed by children. Moreover, Hanafi’s research proved that understanding all kinds of intelligence is comprehensive and determining the future in the profession and career of the children [5].

Based on the results of the investigations found, the purpose of this study is to determine the understanding of parents about the eight multiple intelligences developed by Howard Garnerd and one more additional, namely the spiritual intelligence developed by Danah Zohar. Furthermore, probing the extent to which parents are involved in increasing the multiple intelligence of their child.

2. METHOD

The approach utilized in this study is quantitative descriptive, with descriptive survey research methods [9]. The population in this study is the parents of elementary school students who are living in the city of Kupang. In this study, the authors applied a simple random sampling technique in which sampling was conducted randomly regardless of the strata in the population [10]. The sample set out in the study was 100 parents. The data collection techniques are performed by disseminating a survey sheet containing a bit of questions given in writing to respondents to answer.

Based on data obtained from 98 subjects, the following researchers will present a table of subjects’ opinions on parental participation in improving child compound intelligence.

The Table 1 shows that 11.22% of respondents answered knowing about intelligence that is a person’s ability to solve problems and create something new, while 39.80% of respondents are at a moderate level where they think that intelligence is always associated with one’s thinking ability specifically when it comes to absorbing lessons. At a level, few know there are 23.47% of respondents who answer a person’s ability to understand and understand something. And 25.51% of respondents did not know the notion of intelligence. The Table 2 explains that, there were 77.55% (76 respondents) who replied “yes” and 22.45% (22 respondents) who answered “no”.

Table 1 Parents’ Understanding of Intelligence

Alternative answers	F	%
Good/very know	11	11,22
Medium/just a little know	39	39,80
A little bit to know	23	23,47
Do not know	25	25,51
Total	98	100

Table 2 Ever Heard the Word of Multiple Intelligence

Alternative Answers	F	%
Yes	76	77,55
No	22	22,45
Total	98	100

The Table 3 illustrates that there are 45.91% or 45 respondents who know exactly 9 multiple intelligence. Meanwhile, 29.60% or 29 respondents did not know about 9 multiple intelligence. At the slightest stage, there were 14.29% or 14 respondents and were 10.20% or 10 respondents.

From the Table 4 describes that of the 98 respondents, 32 respondents (32.65%) know what kind of intelligence the child has, 40 respondents (40.82%) do not know for sure what kind of compound intelligence is in their child. 21 respondents (21.43%) and 5 respondents (5.10%) in moderate understanding.

Table 3 Parental Knowledge About 9 Multiple Intelligence

Alternative Answers	F	%
Good/very know	10	10,20
Medium/just a little know	14	14,29
A little bit knows	29	29,60
Total	98	100

Table 4 Parents’ Understanding of What Intelligence Their Child Has

Alternative Answers	F	%
Good/very know	32	32,65
Medium/just a little know	5	5,10
A little bit to know	21	21,43
Do not know	40	40,82
Total	98	100

Based on the Table 5, it can be concluded that there were 48 respondents or 48.97% who answered “yes” and 50 respondents or 51.03% who responded “no”. From the Table 6, explains that as many as 10 respondents (10.21%) replied “yes” and 88 respondents (89.79%) answered “no”.

Table 5 What Children as A Child (Early) Need to Know About Their Intelligence

Alternative Answers	F	%
Yes	48	48,97
No	50	51,03
Total	98	100

Table 6 Whether Parents Have Optimized Their Child’s Intelligence

Alternative Answers	F	%
Yes	10	10,21
No	88	89,79
Total	98	100

Table 7 Reasons for Not Optimizing Children’s Intelligence

Alternative Answers	F	%
Do not understand what intelligence a child possesses	8	8,16
Time constraints	6	6,13
Economic problems	4	4,09
The child is not serious, nevertheless in the developmental stage	7	7,14
No alibis	73	74,48
Total	98	100

Based on the Table 7, it was found that 8.16% of respondents did not understand the intelligence that the child had, 7.14% stated that the child was still in the developmental stage so could not focus, 6.13% of respondents answered did not have free time to optimize the child’s intelligence, 4.09% answered financially constrained and 74.48% of respondents did not give a reason to optimize the child’s intelligence.

From the Table 8, the most dominant type of intelligence is bodily kinesthetic intelligence with 27.56%, followed by naturalist intelligence 20.40%, then 17.34% spiritualist, 11.22% interpersonal, 10.20% Spatial Visual, while verbal-linguistic and mathematical 5.10%, musical 2.05% and lastly are intrapersonal 1.03%.

Table 8 Dominant Intelligence

Alternative Answers	F	%
Verbal-Linguistic	5	5,10
Logical-Mathematical	5	5,10
Visual-spatial	10	10,20
Musical-Rhythmic	2	2,05
Bodily Kinesthetic	27	27,56
Intrapersonal	1	1,03
Interpersonal	11	11,22
Naturalist	20	20,40
Spiritualist	17	17,34
Total	98	100

3. RESULTS AND DISCUSSIONS

In general, intelligence is the shared ability to think rationally and act to solve problems, adapting to situations, as well as learning from experience [6]. By having intelligence, humans are able to contain, understand the idea, plotting, doing innovation, and solving problems in various situations. In this sense, most people think that intelligence is tight linked to individual cognitive capabilities.

Singling out the definition of intelligence, Howard Gardner, a developmental psychologist, and educational expert, states that human intelligence is not singular, this means that human intelligence can not only be measured by cognitive intelligence in answering learning materials alone, but human intelligence is also on: (a) the ability to solve problems that occur in life. (b) the ability to find new problems to solve or find solutions to. (c) the ability to create something and reward one’s culture.[7] The theory developed by Gardner is called multiple intelligence, can be seen at the table.9.

The Table 9 briefly outlines the 8 types of multiple intelligences preserved by Gardner. In this study, the researchers add an explanation of one type of intelligence, namely spiritualist intelligence initiated by Zohar [8]. It is perceived because, in fact, the nature of man is a religious being.

From existing research obtained the fact that many parents know intelligence only limited to understanding and mastering lessons in school, whereas when reviewed from the science of education, intelligence can not only be measured from one aspect only as most parents think but the reach is greater. Intelligence is not only seen in the value that a person acquires, but intelligence is the ability of a person to see a problem, then solve it, and create something that can be useful to others. Gardner explains that intelligence is a biopsychological potential, viz the ability to solve problems or products made in one or more cultures [7].

Having an adequate understanding of the characteristics of multiple intelligence is not enough, it needs to be balanced with the example of parents in parenting as a whole and unique person. As is known together, parenting is a trust that is accompanied by the responsibility of hard work that must be done to maintain and carry out the trust. God gives children to parents to raise (cared for, trained, guided) so they can glorify God with all potential that they have.

Table 9 Types of Multiple Intelligences

Types of Intelligences	Definition of types of Intelligences	Characteristics	Suitable Professions
Verbal-Linguistic	The ability to think, use language, and words to express an idea or meaning for the achievement of some goal with words and use language to express meaning and have a good word repertory.	Love to read, love to write, love to fill in the crossword puzzle, good at storytelling, like to talk words, prefer to hear orally (auditory), easy to remember strange words, love to entertain others with a series of messages, love to intonate words, have many repertories of words, easy to find a disclaimer language in other people's scripts or words, love to spend time in bookstores.	Novelist, book writer, journalist, public speaker.
Logical-Mathematical	Strong analytical capability and systematic, tend to stiff, realistic, and always looking for answers to various questions. Understand everything by structural thinking, polished, and capable of connecting the prepositions and statements based on experiments, counting, concept, and classification.	The field of Mathematics and Physics became the domain of this ability. Like to ask 'why' to everything, easy to memorize numbers, like to analyze things, believe that everything there is a cause/ reason, interested in technology and various latest invention, like detective stories/mysteries, act chronologically/ regularly/sequentially, love to argue; enjoy conducting research/experiments/surveys; love science fiction movies.	Scientists, engineers, science teachers, accountants, data analysts, programmers, economists, engineers (machinery, civil, electro, chemistry), researchers, statisticians.
Visual-spatial	The ability to draw, remember images, and strong imagination. It is noticeable when imagines something, the shadow is clearly drawn in mind. Proficient in placing colors, graphics, shapes, and layouts.	Love to draw and explain ideas in the form of images, easy to read maps, sensitive to color, love photography or videography, able to imagine an object viewed from various angles, love to play puzzles, like to simplify things into images, love to read comics, imaginative, sensitive to layout, and like to scribble while doing activities. Remembering images, and strong imagination.	Graphic designer, architect, interior designer, sculptor, photographers, videographers, illustrators, comics, painters, product designers, and animators.
Musical-Rhythmic	The ability to hear, sing, read the steps, vibration patterns, rhythms, and tones. Able to play various musical instruments, arrange music, and be sensitive to tone sounds.	Easy to memorize the tone of the song, sensitive to the false sound, know different types of musical rhythms, have a desire to master more than one type of musical instrument, interested in something that produces sounds, interested to know the development of world music, have a melodious sound; moving the limbs when hearing music, like to work while singing, whistling or humming, feel unable to live without music.	Composers, musicians, music therapists, singers, and conductors.
Bodily Kinesthetic	The ability to manipulate objects using hands, controlling the movement equally coordinated with other body parts, and able to interact through body language.	Like sports, dancing, impersonating behavior, or movement other people, happy to be acting out of space, like activities that require hand skills, moving limbs when talking, having physical and prime stamina, and fond of challenging activities.	Surgeons, dancers, athletes, magicians, hairdressers, tailors, actors, stuntmen, and mechanics.
Intrapersonal	The ability to self-understanding, have targets to achieve, targeted life goals, realize the potentials and weaknesses, reflect on the events experienced, be effective in directing one's life, and appropriate in making important decisions when facing various problems, and able to cooperate with others.	Like to work alone, can firm to the establishment even though many opposed, tend to ignore, often introspect themselves, understand the strengths and weaknesses of themselves, periodically like to think about the future and life's plans, realistic, can face failures and setbacks steadfastly, usually considered wise people, like to read self-development books, can take lessons from the various event, prefer to be self-employed (self-effort).	Religious leaders, psychologists, counselors, and philosophers.
Interpersonal	The ability to understand the feelings, feelings, motivations, and intentions of others, easily interact and work with others, quickly adapt to new environments, and love group activities.	Easily adapt to new people, gregarious, like to work and play in groups, love social activities, happy to be needed by other people, do not like to live alone at home, talkative, tend to ask others for help when face problems, like to motivate others, love to be in the crowd, can organize or lead a group of people.	Teachers, social workers, artists, mental health experts, entrepreneurs, public relations, psychologists, counselors, marketing, politicians, trainers, social activists, reporters, sociologists, and managers.
Naturalist	The ability to dig into the environment, study ecosystems in nature and the environment, and sensitive in distinguishing species of flora, fauna, and climate.	Love to travel or hiking (mountaineering), interested in beach and mountain attractions, love to cook, love photography or videography, love watching television shows about flora or fauna, easy to remember the details of a location, love camping in the outdoors, enjoy holidays to safari parks or zoos, care about the environment, love to follow nature-loving organizations, interested in strange types of animals or plants, love gardening.	Farmers, botanists, ecologists, land landscapes, archaeologists, astronomers, biologists, environmental researchers, florists, landscape architects, sailors, veterinarians, and nature photographers.
Spiritualist	The sensitivity of the soul to spiritual things (God), the ability to give meaning to life with philosophical questions, concerning the value of life, morals, ethical decisions, including the existence of man and other living beings.	Happy to participate in religious activities, diligently worship, questioning "Where does God live? Who created God? Is that a sin? Question the meaning of life, the sensitivity to the spiritual things, and the happy to do good or to help others.	Clergy, priest, preacher, and religious philosophers.

The duties of parents not only meet primary and secondary needs but must be accompanied by a complete commitment in order to fulfill the needs of the child holistically [11]. The results showed that only a small number of parents had actively participated in developing the child's multiple intelligence. This is because many parents do not have adequate knowledge and have not been able to support the child positively.

Checa and Gutierrez thought that parents as the first agents in child education need to implement a positive mentoring style, where parents' attitudes and traits are very influential for a child's mental growth and personal abilities [12]. The more creative parents are in actively participating in accompanying the child, the greater and wider the development of the child's abilities. The pattern of parental mentoring becomes an early stage experience in child life. The experience is the foundation on which all the development, physical, intellectual, social, and personality of the child is built. Through the application of appropriate mentoring, parents can help their child develop their potential optimally by taking into account the uniqueness that exists in the child's personality.

From 98 subjects who answered had heard the word multiple intelligence there were, 76 subjects or 77.55%. This presentation shows that many parents have ever heard of this term, but lack of understanding of the intention of multiple intelligence. It's resulting in less optimal parenting in developing intelligence the child has. No stupid or smart child, who there is a smart child because inside a child must have one or some kind of intelligence.

The results above are closely related to findings on parents' knowledge of nine multiple intelligence, 39.80% of the subjects answered just a little bit to know. It means that parent's understanding of nine multiple intelligence sits at the level of understanding without knowing more about it. Through the introduction of multiple intelligence, parents can learn the child's strengths and give them the opportunity to learn through their advantages. Children have opportunity to explore the world, work with their own skills, and can develop their skills independently. Family is the main place where children can learn and parents should be sensitive to every difference their children have, for all children are unique [1]. In terms of intelligence, each child has a different intelligence to each other and must be developed.

It can be said that understanding is not enough, it needs to be coupled with the willingness to develop the potential that the child has. Parents' understanding or knowledge is capital for parents to start doing something for the optimization of intelligence that exists in the child. Parents can only develop intelligence that is "hidden" in the child because the child learns through doing (learning by doing) [13]. When the child practices what he likes, the child temporarily learns something. In this process,

parents need to accompany so that the hidden intelligence can be excavated and developed.

With regard to a parent's understanding of what intelligence a child has, 32 subjects or 32.65% answered with certainty the kind of intelligence a child possessed such as musical rhythms, bodily kinesthetic, naturalistic, interpersonal, verbal linguistic and spatial visual intelligence, while 40 or 40.82% of subjects did not know exactly what kind of intelligence the child had. This indicates that not all parents are able to see and understand the compound intelligence that the child has. Whereas by knowing the type of intelligence that the child has, the parent will not experience any hassle or confusion when the child grows up to determine his or her future.

Parents play an important role in educating children. Thoomaszen & Tameon states that a child is a sweet burden [1]. Parents should be grateful to God for being entrusted to educate children. God gave the child because: (1) convinced that parents could educate him, this is a very important gift of meaning, so when it is trusted let the parents carry out with joy; (2) parents must bear the burden before the Lord, it's an onerous obligation and needs to get lifelong attention; and 3) develop the potential that child has [14].

Based on findings whether children need to know what intelligence it has 48.97% (48 subjects) answered unnecessarily, while 51.03% (50 subjects) answered needed. It means some parents do not yet understand how to optimize the intelligence that children have since childhood. According to Froebel, in the child, there is a seed that will only live well as long as developed since the early stage. All the possibilities hidden within the child can only be achieved through development and training [15].

Pointing to findings on child intelligence optimization, 88 subjects (89.79%) didn't do it. Only 10 subjects have optimally developed a child's potential by including music lessons, practicing vocals, and including children in competitions. While 25 subjects have not optimized a child's intelligence on the grounds of time constraints (6 Subjects), do not understand the intelligence that the child has (8 Subjects), economic problems (4 subjects), children are young and cannot be serious (7 subjects). From the above data can be concluded that the participation of parents in Kupang city in optimizing child intelligence still exists in the category less because few parents really care about the intelligence that the child has.

Parents in Kupang are quite understanding about multiple intelligence, but in practice to optimize is still lacking. According to Hurlock, there are several factors or conditions that can increase one's talent, creativity or intelligence in between; first, time (the child needs to be freed to play without strict time restrictions; secondly, the

opportunity alone (in order to develop the child's imagination needs to be left alone and there is no social pressure); third, encouragement, means (the selection of good means will affect the development of creativity; fourth, stimulating environment (there are encouragement and atmosphere that supports freedom of expression)[16].

In developing child creativity, parents should give the child the opportunity to develop imagination, reflect, think, and realize the child's ideas in their own way. Let them play, draw, shape shapes or colors in an unusual, illogical, unrealistic, or unprecedented way. Parents should not prohibit, dictate, denounce, or restrict child. All of which aims to stimulate the development of the right-brain function that is important for the creativity of the child namely: divergent thinking (pervasive), intuitive, abstract, free, and simultaneous [17].

One of the revealing realities of this study is the bodily kinesthetic as the most dominant intelligence. This is due to supporting factors, namely natural conditions and social environment in Kupang that allow children to develop sensorimotor through various body movement activities. Usually, children in groups will gather in the field, river, or beach to play, exercise, and swim. This is in the direction of Rentfrow & Jokela's assertion that geographical conditions affect a person in their way of thinking, feelings, and behaviors [18], [19], [20].

4. CONCLUSION

The understanding of parents regarding children's multiple intelligence is at the level of just know and only a small number of parents assisted in the development of their children's multiple intelligence. Mentoring by parents in the form of active participation through including their children in various courses, competitions, and spiritual guidance as a forum for developing children's self-potential.

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