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The Influence of the Number of Family Members to Children's Multiple Intelligences of Students of 'Aisyiyah Kindergarten Padang

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***Abstract*—Early years of childhood is a critical period that shapes children as the next generation of the nation; it is when children's ability must be developed properly to help them reach their potential. An early access to education will maximize children's multiple intelligences; however, the low public awareness of the importance of early years that affects children's development hinders the progress. The purpose of this study is to find out the relationship between the number of family members with the level of achievement of early childhood intelligence development in early years. The population of this study is 1,050 students of kindergarten 'Aisyiyah in Padang City. The study sample is 10% of the total population. The data collected is then converted to digits by multiplying by 5 before being processed with statistical formula. This is done so that the variables, x and y, are equal with other variables. The result is processed by using regression formula. The conclusion of this study is that the number of family members is one of contributing factors to the development of children's multiple intelligences during early childhood.**

Keywords—Early Children Education, Multiple Intelligences

I. INTRODUCTION

Theoretically, all children's potential intelligence have to be developed thoroughly. Experts call it multiple intelligences. Gardner identifies seven types of multiple intelligences as follows: linguistics, mathematical logic, space intelligence, music, body movement, interpersonal intelligence, and intrapersonal intelligence [1]. Each individual differs in the context of the strength of these intelligences; not everyone has the same interests and abilities, and neither can learn all of them well. Therefore, it is suggested that children learn them during early years of childhood in order to find out their primary interests or ones that suit themselves best, so that they can fully develop and maximize their potential at a later time.

Subsequently, it is known that multiple intelligences can be activated and influenced by internal and external factors [1]. The internal factors include children's IQ and talents, whereas the external ones are outside influences such as family and community influences. In this study, the researcher aims to seek the correlation between several factors that influence and have strong implications for the development of multiple intelligences in the early years of childhood. These factors include formal and non-formal education of parents, the duration of early childhood education, and the number of family members.

Parents are the first educators of their children; parent educational background is thus among the determining factors in predicting the level of development and attainment of children's intelligences [2]. The background includes parental educational attainment and parents' academic success. In Indonesia, educators in various early childhood services such as the Bina Keluarga and Balita (BKB), child care, and pre-school provide parents assistance through early children education development (henceforth ECED) interventions, in which children are given the right stimulation programs that can contribute to their early childhood development. Children thrive on feelings of belonging and affection that come from having caring and supportive families, thus, in this regard, the responsibility in providing the

right stimulus and educating children extends to every single member of family [3].

Educators' affection in early childhood education both in the family and in early childhood education institutions that make learning process fun helps accelerate the acceptance of stimulation of early childhood. Pleasant, comfortable, and safe learning situations will activate children's neocortex, known as the part of the brain involved in higher-order brain functions such as spatial reasoning and language learning, which helps in optimizing the learning process and improving the confidence of children [4][5]. Therefore, to figure out which factors that are most likely to contribute more on the overall improvement of children's multiple intelligences will be the main focus of this research.

II. METHOD

This correlational research is designed in the form of quantitative research. This type of research connects the attainment of children's multiple intelligences during early years as the dependent variable and the number of family members as the independent variable. The methods of correlational research enables the researcher to see the effect of independent variables on the dependent variable.

The population of this research are all children in Padang enrolled at 'Aisyiyah Bustanul Athfal Kindergarten (TK ABA) in 2015-2016. Participants were sorted out with the rules as follows: (1) must be domiciled in Padang; (2) must be 6 years of age; (3) must have father and mother; and (4) are currently enrolled in Kindergarten 'Aisyiyah Kota Padang class B. There are 30 institutions of 'Aisyiyah Kindergartens located in all districts across the city, making up a total student population of 1050 people.

The sample of this study was taken from 10% of the total population. In order to get representative samples, the researcher used cluster random sampling technique that took place in kindergartens located in city center, between the city center and the suburbs, and the suburbs. The total of participants is 105 people from three kindergartens.

The data of research were collected using the fill-in-the-blank forms and was carried out with the following steps: (1) formulating the content based on the variables and indicators that have been established in the research and the assessment aspects used in the institutions; (2) handing out the forms to parents and teachers; (3) providing a comprehensive explanation of the forms to the parents; (4) distributing the forms to the parents to be filled in immediately; (5) accompanying parents in filling out the forms to avoid errors in the process; and (6) collecting completed forms.

The data collected were then examined and converted to digits. The data of the number of family members and children's early childhood education were multiplied by five before being processed with the statistical formula. This is done to ensure that all the scores of variables x and y are on line with other variables. The data were subsequently processed by using the regression formula, enabling the researcher to find out the influence of each factor and which variable is the most influential in the development of children's multiple intelligences during early childhood. Furthermore, any influence of independent variables can also be found during this phase. The data were analyzed using SPSS version 19.

III. DISCUSSION

The number of family members who live in a house with a child can affect the level of attainment of multiple intelligences development during early childhood. The researcher obtained the value equal to r = .212 from result of correlation between variables X (number of family members) and Y (multiple intelligences). This value indicates a significant relationship between two variables, meaning that the number of family members does play a vital role in implicating the children's development. The contribution value given variable X to Y is = (0.212) 2x 100% = 4.49%.

The result also shows that there is no partially significant influence between the number of family members and the multiple intelligences, as seen from H0. However, Ha revealed that there is a partially significant influence between the number of family members and multiple intelligences. Based on the cable coefficient (a) 0.009 is obtained. A two-fold test is conducted and results in the value that is equal to 0.025. If the value of sig is 0.009 < 0.025, H0 is rejected and conversely Ha is accepted. Meaning: There is a partial significant influence between the number of family members and multi intelligences.

The result of this study revealed that the attainment of children's intelligence is possibly influenced by a multitude of factors. These factors may be from the innate factors of the children as mentioned above, but they can also be external factors. Syah further explains these factors as follows: (1) internal factors are factors that exist within the child that includes innate and certain psychological potential that help children develop themselves; (2) external factors emerged from things surrounding children, such as formal and informal education, children's interaction with their environment, and physical as well as social environment [6]. It has also been postulated that the most profound environment for early childhood development of all is a family that includes father, mother, and other family members who socialize with children every day.

One's intelligence can be best developed until it reaches the highest level. At this level, the attainment of one's intelligence is clearly visible compared to the others. According to Armstrong, the are three contributing factors of the development of one's intelligence: (1) biological factors such as genetics and damage during pregnancy; (2) life experiences experienced by children particularly their interactions in the family, at school and surrounding community; and (3) cultural environments in which people are born, their upbringing and the era they live in [7].

Roopnarine and Johnson suggests that teacher and parents learn from each other [8]. Teachers should learn about children, their family culture, language and life goals. The same goes for for parents; they need to learn from teachers. The keys to a better children's development include a two-way communication and understanding in which both provide support for each other [9].

A strong and close relationship between three educational institutions above has proved to be effective in the development of children's multiple intelligences. Sweet memories and bitter experiences actually leave a trace in children, and such things last for a long time and may impact on them as individuals. Parents and all family members are suggested to help children and shower them with deep affection children's intelligence, for doing so result in children's high attainment of intelligence [10].

Some bad experience, on the contrary, will hinder the development of one's intelligence. Outbursts and insults that children received during playtime have a strong implication; Miller, in Armstrong, reaffirms this, stating that insults diminish children's desire and make the brain less active [7]. Furthermore, the development occurs because of children's maturity level and their learning factors and can also be influenced by innate factors and factors from their environment, experience, education and care [11].

Therefore, it can be concluded that many factors can affect the attainment and development of children's intelligence. These factors are interrelated, hence it is deemed necessary to develop these factors throughout the children's life. Positive influences and stimulus to children are encouraged because they have a strong impact on their intelligence [12]. The more the positive stimulus received by the children the better their attainment is.

Children's number of family members can also influence the development of their multiple intelligence during early years. Any communication with each family member communicates expands children vocabulary. Any activities done with children will be meaningful as long as it is beneficial for them. This is relevant with what Thorndike puts forward as "the impulse that comes after doing something affects the next behavior", meaning that strong S-R bonds have a positive effect on learning while the weak ones only will be forgotten [13].

In the context of the number of family members, it is suggested that each member provides positive stimulus that will affect the development and attainment of children's intelligence [14]. Family members have many opportunities to provide stimulus, and the child are always receptive to such things. This is further reinforced by the responsibilities of parents as the first and primary educators in the family [15]. A child's family is responsible for carrying out the education from birth to adulthood. The word family, however, does not only extend to nuclear family, but also to the child's extended family. Each member of family gives different impacts on children. The characteristics of members of family differ from another and this will be more likely to pose a challenge in educating children; however, such diversity will build on children's empathy, compassion, and understanding of many things at a later time [16].

IV. CONCLUSION

In general, variable X influences the development of children's intelligence during early years. The number of family members also contributes to the development of multiple intelligences. This can be interpreted that the bigger the family is, the honed the children are. For children who live with their nuclear family, it is suggested that they also socialize with their extended children so that their multiple intelligences can be more developed. The diversity will also help build on children's characteristics and empathy of things at a later time.

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