



The Role of Parents in Developing Intrapersonal Intelligence in Early Age Children 5-6 years in Nyogan Village, Muaro Jambi Regency, Jambi Province

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Abstract: This research aims to examine the role of parents in developing the intrapersonal intelligence of young children aged 5-6 years in Nyogan village, Muaro Jambi Regency, Jambi Province. Intrapersonal intelligence in this research is being able to understand himself well, including his strengths and weaknesses, easily accepting input and even criticism of himself, knowing what he wants and having ideals. This type of research is descriptive qualitative research, meaning that the work steps to describe an object, phenomenon or *social setting* are contained in narrative writing . The subjects of this research were parents and children aged 5-6 years. The object of research is the intrapersonal intelligence of early childhood 5-6 years old. Data collection techniques use observation, interviews and documentation. Data was analyzed through data reduction, data presentation and drawing conclusions. The results of this research are 1) parenting patterns in Nyogan village, Muaro Jambi Regency are in various ways ranging from authoritarian, democratic and permissive patterns 2). Intrapersonal Intelligence of Early Childhood in Nyogan Village, Muaro Jambi Regency It is an intelligence that is not permanent so that its development is not as easy as intellectual intelligence, because intrapersonal intelligence is an intelligence that changes, sometimes experiencing increases but not infrequently also experiencing decreases. 3) the role of parents in developing the intrapersonal intelligence of young children aged 5-6 years in Nyogan Village, Muaro Jambi district is by spending time with children, opening their eyes, hearts and ears to children, will make children trust their parents and make parents their only ones. the only place where children pour everything out.

Keywords: Parenting, Intrapersonal Intelligence, Early Childhood

INTRODUCTION

The role of parents will greatly determine the level of development of children depending on the parenting style given to them, thus parents (Father or Mother) must have an effort to care for and care for their children, especially in the present. Parents must be able to

care for their children well if they are parents I want a child who can put himself in his time. Rasulullah SAW said:

Every child is born in a state of nature, it is the parents who make the child Jewish, Christian or Magian. (HR. Bukhari Abu Daud Ahmad).¹

The above hadith can be understood to mean that every child born into this world already has the potential for goodness and faith in Allah SWT, it is up to the parents to educate and direct the child to be educated with goodness based on faith or vice versa. Every parent must be fully aware of this mandate, that the children entrusted to us by Allah SWT must actually be educated and nurtured well in accordance with the educational procedures prescribed by Islam and exemplified by the Prophet Muhammad SAW.

Peran pendidikan dalam pengasuhan terhadap anak sangatlah penting, dimana dengan pendidikan itulah akan tercipta manusia yang memiliki tujuan hidup. Hal ini sejalan dengan ucapan prayatno *“the purpose of education is essentially none other than to realize the goal of human life, which is lived with human dignity, with all its contents, the development of an optimal human nature, and the human dimension. The purpose of education led to the creation of human to have life by good piety to God the Almighty, in accordance with beauty, perfection and elevation in rank, mastering and maintaining the natural place of residence, and the fulfillment of their human rights”*.²

Preschool age is *the golden age* for children. At this age, all aspects of intelligence development grow and develop very extraordinary. Experts believe that the development of children's intelligence develops rapidly in the early years of a child's life. It is at this age that children's development occurs rapidly, including children's intrapersonal intelligence.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards, children at preschool or kindergarten age (4-6 years) are able to control their feelings or emotions. Judging from their emotional development, children already have an awareness of what activities they can and cannot do in relation to other people and themselves.³

Kindergarten (TK) or Raudhatul Athfal (RA) education must be carried out based on established principles. The implementation of education in kindergarten is based on the principles of early childhood education early childhood are as follows: 1) learning through playing 2) oriented 3) learning activities develop intelligence in an integrated manner; 4) using group, classical and individual approaches; 5) conducive environment 6) using various learning models; 7) develop life skills and religious life; 8) use media and learning resources; and 9) learning that is oriented towards the principles of early childhood learning development.⁴

The characteristics of children who have the potential to have intrapersonal intelligence are 1) able to understand themselves well including their strengths and weaknesses, for example when they cannot climb they will play with other things they think they can, 2) easily accept input and even criticism of themselves, for example being told if the clothes are too big, 3) know what they want and have aspirations, 4) some of them like to be alone, some of them like to have a dialogue with themselves, for example when children play with dolls

¹Abdullah Nasih Ulwan, *Guidelines for Children's Education in Islam* (Translated by Saifullah Kamalie (Bandung: Asy-Syifa, 1988), 156.

²M. Syahrani, *The Implementation Of Five-I Ideology In Learning Process, (Study at Elementary School of Fisherman Rural Area of Bajau Ethnic Kuala Tungkal, Jambi Province, Indonesia. International Journal of Education and Research, No. 7 (July 2013): 6 , <http://ejournal.uin Malang.ac.id>*

³Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education.

⁴Ihsan El-Khuluqo, *Management of Early Childhood Life Park Education* (Yogyakarta: Pustaka Belajar, 2015), 34-36.

they will talk to their dolls. He thought that his doll was alive and could communicate with him.⁵

Based on initial observations, there are young children in Nyogan village, Muaro Jambi district, some children are not yet able to show their ability to adapt to situations, children find it difficult to trust people they don't know, children are not able to control themselves properly, children do not know their rights, children are not yet able to control themselves, children are not yet able to take responsibility for themselves or others. This indicates that the child's intrapersonal intelligence has not developed well.

The results of *the grand tour* in Nyogan village, Muaro Jambi district, show that children's intrapersonal intelligence abilities have not developed as expected. The cause could be because parents do not pay enough attention to their children or it could be because society often thinks that children's intrapersonal intelligence is less important to improve than children's intellectual intelligence. Even in Nyogan Village itself not all parents prioritize education for their children at home or family. Parents' views regarding children's education are the responsibility of educational institutions. Apart from that, the parenting style given to children also plays a very big role in the development of children's intrapersonal intelligence. From the background stated above, it is in order to develop children's intrapersonal intelligence so that children's intrapersonal intelligence can grow and develop well. So researchers are interested in conducting research with the title "**The Role of Parents in Developing Intrapersonal Intelligence in Early Age Children 5-6 Years in Nyogan Village, Muaro Jambi Regency**".

From the background of the problem above, the formulation of the problem studied in this research is focused on parenting patterns in developing intrapersonal intelligence in early childhood in Nyogan village, Muaro Jambi Regency.

1. What is the form of parental care for early childhood children 5-6 years old in Nyogan village, Muaro Jambi Regency?
2. How intelligent intrapersonal early childhood 5-6 years in Nyogan village, Muaro Jambi Regency?
3. How to role parents in developing intrapersonal intelligence in early childhood 5-6 years in Nyogan village, Muaro Jambi Regency?

LITERATURE REVIEW

1. Parenting Style

Parenting patterns are a number of models or forms of change in expressions from parents that can influence the genetic potential inherent in an individual in an effort to nurture, care for, guide, develop and educate their children, both young and immature, so that they become independent adult humans. at a later time.⁶

Yulia Singgih D. Gunarso stated that "Parenting Pattern" is nothing more than the method or method chosen by educators in educating their children, which includes how educators treat their students. ⁷Pattern means arrangement, model, form, procedure, style of doing something. Meanwhile, parenting means fostering interaction and communication in a caring manner so that children grow and develop into mature individuals and are able to create harmonious conditions in the family and community environment.

⁵Ahmad Susanto, *Guidance and Counseling and Counseling in Kindergarten* (Jakarta: Prenamedia Grup, 2015), 238-239.

⁶Ani Siti Anisah. "Parental Parenting Patterns and Their Implications for the Formation of Children's Character" *Journal of Education*, Garut University, Faculty of Islamic Education and Teacher Training, Garut University ISSN: 1907-932x, no. 5 (January 2023): 72, <http://dx.doi.org/1052434/jp.v5i1.43>

⁷Y. Singgih D. Gunarsa, *Adolescent Psychology* (Jakarta: Gunung Mulia, 2007), 36.

Children will grow up to be a generation that is open, flexible, full of initiative and productive, likes challenges and is confident. Family life is the first and main environment for children. Therefore, parenting patterns are very important for children and will influence the child's life until he becomes an adult.⁸

According to Weiton and Lioyd, quoted by Syamsu Yusuf, explaining the treatment of parents towards children is:

1. How parents give rules to children.
2. The way parents pay attention to their children's behavior.
3. How parents give explanations to children.
4. How parents motivate children to examine children's attitudes.⁹

Various Parenting Patterns

1) Authoritarian Parenting Style

Authoritarian parenting generally uses a one-way communication pattern. The characteristics of this parenting style emphasize that all parental rules must be obeyed by their children. Parents impose opinions or desires on their children and act arbitrarily (all towards the child), without the child being able to withdraw. Children must obey and must not argue with anything their parents order or want. Children are not given the opportunity to express what they think, want or feel. For example, if a child doesn't want to eat then he won't be spoken to.

Typical characteristics of authoritarian parenting include: parental power is very dominant, the child is not recognized as a person, control over the child's behavior is strict, parents will often punish if the child does not obey.

Indicators of authoritarian parenting are: children must obey parents' rules and not argue, parents tend to look for children's mistakes and then punish them, parents tend to give orders and prohibitions to children, parents tend to impose discipline, parents tend to impose everything is for the child and the child is only the executor, There is no communication between parents and children.¹⁰

2) Democratic Parenting Style

Children are given the opportunity not to always depend on their parents. Parents give their children a little freedom to choose what is best for them, their opinions are listened to, they are involved in discussions, especially those that concern the child's own life. Children are given the opportunity to develop their internal control so that little by little they practice being responsible for themselves. Children are involved and given the opportunity to participate in managing their lives.¹¹

This democratic parenting style has the following characteristics: holding deliberations to resolve family problems, emphasizing rules and discipline by paying attention and taking into account the state of the child's feelings and opinions and providing explanations for the child's reasons, the relationship between families is mutually respectful, there is two-way communication between the family and the child, prohibitions and orders given by parents to children use educational words, parents give briefing on environmental norms. Parents give a little freedom to children, children are involved and given the opportunity to participate in managing their lives, parents

⁸Yeni Rachmawati and Euis Kurniati, *Strategies for Developing Creativity in Kindergarten Age Children* (Jakarta: Kencana, 2017), 8-9.

⁹Syamsu Yusuf Ln, *Psychology of Child and Adolescent Development* (Bandung Teen Rosdakarya, 2008), 52.

¹⁰EB, Surbakti, *Parenting Children* (Jakarta: Kompas Gramedia, 2012), 7.

¹¹Hasanatul Jannah, *Forms of Parenting Patterns in Instilling Moral Behavior In Early Childhood in Ampek Angkek District in the PG-PAUD FIP Journal* Vol.1 (February:2012): 4, <https://ejournal.unp.ac.id/index.php/paud/article/view/1623>

provide punishments that are not harsh and not corporal punishment and emphasize rewards.¹²

3) Permissive Parenting Style

This parenting style is characterized by the way parents educate children freely, the child is considered an adult/young person, he is given the widest leeway to do whatever he wants. Parents' control over their children is very weak, and they also do not provide meaningful guidance for their children. Everything the child has done is correct and there is no need for reprimand, direction or guidance. However, this type of person is usually warm, so children often like them. The attitudes and treatment of parents in this pattern are at the opposite pole to the attitudes and treatment of parents in authoritarian parenting.

Indicators of Permissive Parenting Patterns, namely: parents who present themselves to their children as resources for them who can be used as they wish, parents who do not make many demands, and parents who rarely discipline their children and have little control over their children's behavior.

4) Neglectful Parenting

Abandoned parents pay more attention to their own activities and are not involved in their children's activities. They don't know where their children are, what they are doing, and who their friends are when they are outside the house.

This parenting style is almost the same as the type of authoritarian parenting style proposed by Baumrind, namely the parenting style introduced by Hauser which is interactive between parents and children. According to Papalia and Old, there is an avalent relationship (conflicting feelings) between children and parents, in the sense that children have mixed feelings, just like parents, namely uncertainty between wanting to be independent or remaining dependent on themselves.¹³

2. Intrapersonal Intelligence

According to Gardner in the book by Jamal Ma'mur, intrapersonal or intrapersonal intelligence is intelligence that reflects a child's ability to understand the emotions within themselves, be able to control the emotions within themselves, and be able to use them to understand the emotions within themselves.¹⁴ But that doesn't mean that intrapersonal intelligence reflects a child's selfishness. Because a selfish person is a person who always cares about himself and never wants to prioritize other people's interests, while intrapersonal intelligence is the ability to live independently and not depend on other people, he will tend to do it himself until he is satisfied with the results. In this way, people who have high intrapersonal intelligence will be able to motivate themselves to achieve their goals. He will always be responsible for what he does.¹⁵

Howard Gardner, quoted by Martinis, has expressed intelligence in *Multiple Intelligence*, namely that children have intelligence language, mathematical logic intelligence, kinesthetic intelligence, visual spatial intelligence, interpersonal intelligence, intrapersonal intelligence and natural intelligence. Thus, it is clear that children have various kinds of extraordinary intelligence, especially when they are supported by 100-200 billion brain cells which, if given the right stimulus, will make children intelligent and

¹²Mansur, *Early Childhood Education in Islam* (Yogyakarta: Student Library, 2005), 355.

¹³Muallifah, *Psycho Islamic Parenting* (Yogyakarta: Diva Press, 2009), 42.

¹⁴Jamal Ma'mur Asmani, *Practical Guide to Quality Management for PAUD Teachers* (Yogyakarta: DIVA Press, 2015), 178-179.

¹⁵Suyadi, *Early Childhood Learning Theory in Neuroscience Studies* (Bandung: PT Teen Rosda Karya, 2014), 135.

develop according to their development. ¹⁶There are nine levels of intelligence in children, namely:

1. Visual Spatial Intelligence is intelligence related to the ability to understand spatial views such as position, left, right, top, bottom, back and side.
2. Verbal Linguistic Intelligence is intelligence for reading, writing and communication
3. Mathematical Logical Intelligence is the ability to calculate, think systematically and so on.
4. Kinesthetic Intelligence is the ability to use the body's dexterity to solve problems, produce a product.
5. Musical Intelligence is the ability to compose songs, understand and understand music, sing and so on.
6. Social/Interpersonal Intelligence is the ability to collaborate with other people effectively, empathize and understand other people.
7. Emotional/Intrapersonal Intelligence is the ability to analyze oneself, using feelings to make plans and goals.
8. Naturalist Intelligence is the ability to recognize flora and fauna, see the differences and similarities that exist in nature.
9. Spiritual Intelligence is a child's sensitivity to understanding obedience in good behavior.

3. Early Childhood

Early childhood is a time when humans have unique qualities that need to be paid attention to by adults. Early childhood is unique in its potential and services need to be serious so that each potential can become the basis for facing the next stage of development. Each child is an individual creature, so one child is different from another, this encourages parents, adults and teachers to understand the individuality of early childhood.¹⁷

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 84 of 2014 concerning the establishment of early childhood education units, it is stated in article 1 that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education. ¹⁸Meanwhile, article 2 states that PAUD units can be established by district/city governments, village governments, individuals, groups of people or legal entities. Early childhood education can be carried out through formal, non-formal and informal education channels.¹⁹

Early childhood can be said to be a golden age, namely an age that is very valuable compared to later ages. Early childhood children are known as unique human beings, sometimes more so than adults who are difficult to predict, if seen from their speech, behavior and thoughts. Early childhood has its own characteristics, including:²⁰

- a. Age 1-0 years. During infancy physical development experiences extraordinary growth, compared to later ages. Various characteristics of a baby's age include: a) Learning motor skills starting from rolling, crawling, sitting, standing and walking. b). Learn using the five senses. C). Studying social communication.

¹⁶Martinis Yamin and Jamilah Sabri Hanan, *PAUD Guide to Early Childhood Education*, 185.

¹⁷Dadan Suryana, *Early Childhood Education* (Padang: UNP Press, 2013), 3.

¹⁸Ministry of Education and Culture, Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 84 of 2014 concerning the Establishment of Early Childhood Education Units, 3.

¹⁹National Education System Law no. 20 of 2003 (Jakarta: Sinar Graphics, 2011), 19.

²⁰Isjoni, *Early Childhood Learning Model*, 24-26.

- b. Age 2-3 years. At this age children have the same characteristics as at later ages, physically experiencing very rapid growth. Special characteristics at this age include:
 - a). Children are very active in exploring objects around them.
 - b). Children begin to develop language skills.
 - c). Children begin to develop their emotions.
- c. Age 4-6 years. This age characteristic is related to physical development, children who are very active in carrying out activities.
 - a). Language development is very good.
 - b). Cognitive development is very rapid.
 - c). Children's forms of play are still individual.

RESEARCH METHODS

Types of Research

Qualitative research is descriptive in nature, meaning that the work steps to describe an object, phenomenon or *social setting* are contained in a piece of narrative writing. This means that the data, facts collected are in the form of words or images, not data in the form of numbers.

The social situation chosen in this research is Nyogan village, Muaro Jambi district, because Nyogan village, Muaro Jambi district, experiences problems regarding the intrapersonal intelligence of young children aged 5-6 years.

With various considerations as stated above, those who will be used as informants (research subjects) are the village head, parents who have children aged 5-6 years and young children aged 5-6 years in Nyogan village, Muaro Jambi district. The total number of research subjects in this study was 20 people, namely: 1 village head, parents and young children aged 5-6 years from Rt 10 totaling 4 people, from Rt 11 totaling 5 people and from Rt. 14 totaling 10 people.

Data Types and sources

The data source for this research is also in accordance with the formulation put forward by Suharsimi Arikunto, namely *Person, place* and *paper*. *Person* is a data source that can provide data in the form of verbal answers through interviews, *place* is a data source that provides a picture of a still or moving situation, while *paper* is a data source that presents signs in the form of letters, numbers, images or other symbols.²¹

The data source here is the subject from which the data can be obtained, namely the data source is humans, namely parents, village heads and young children aged 5-6 years. The data source is in the form of the atmosphere and conditions of the process of implementing parenting patterns applied by parents in the family environment. The data source is in the form of documentation, in the form of photos of activities, official documentation archives relating to the existence of the village, both the number of people and the parenting system implemented by the parents. having early childhood children aged 5-6 years in developing children's intrapersonal intelligence in Nyogan village, Muaro Jambi district.

Data Collection Techniques

Data collection techniques are methods used to collect information or facts in the field.²² The data collection technique that is often used in this research is carried out through the method :

1. **Observation Method** is the observation of an object being studied either directly or indirectly to obtain data that must be collected in research.²³ The observation method was

²¹Suharsimi Arikunto, *Research Procedures a practical approach* (Jakarta: Rieneka Copyright, 2010), 173.

²²Andi Prastowo, *Qualitative Research Methods in Research Design Perspective* (Jogjakarta: Ar-Ruzz Media, 2011), 208.

²³Jam'an Satori and Aan Komariah, *Qualitative Research Methodology*, 105.

used to collect data related to parenting patterns in developing intrapersonal intelligence in early childhood 5-6 years in Nyogan Village, Muaro Jambi Regency as well as several things that are visible in the community environment.

2. **The Interview Method / Interview** is a dialogue carried out by the interviewer to obtain information from the interview. The author used this interview method to collect data about parents, school principals and teachers, by means of questions and answers while meeting face to face with the parties concerned.
3. **The Documentation Method** is a method of collecting data that produces important notes related to the problem being studied, so that complete, valid data will be obtained and not based on estimates.²⁴

4. Data Analysis techniques

Data analysis techniques were carried out during the research and after completing data collection for a certain period. Activities in qualitative data analysis are carried out interactively and continue continuously until completion. The data analysis techniques are:

1. **Data reduction** is defined as the process of selecting focus, attention to simplification, abstracting and transformation of rough data that emerges from written notes in the field. The pile of data obtained in the field will be reduced by summarizing, summarizing, then classifying it according to research needs.
2. **Data Presentation** is the presentation of a collection of structured information that provides the possibility of drawing conclusions and collecting data. Data presentation is used to improve case understanding and as a reference for taking action based on understanding and analysis of the data presentation. This research data is presented in detailed form which is supported by a network of work.²⁵
3. **Verification / Drawing Conclusions** is an analytical activity, where at the beginning of data collection, an analyst begins to decide whether something is meaningful, or does not have regularities, patterns, explanations, possible configurations, cause and effect relationships, and propositions.²⁶
5. **Data Validity Test**. The examination is based on a number of certain criteria, there are several techniques used to check the validity of the findings, including: 1). **Extension of participation**. 2). **Diligence in Observation**

RESULTS AND DISCUSSION

1. Parenting Patterns in Nyogan Village, Muaro Jambi Regency.

In the researcher's interview with Mrs. Ida about parenting, she said:

“Parenting is the way parents educate their children, because education for children is very important. As a parent, you must be able to meet your child's needs, both physical and spiritual. Fortunately, my child always listens to what I say, so every time he comes home from school he rarely plays with his friends and often stays at home and helps me sell.”²⁷

From the interview above, it can be understood that every parent wants to provide good care and education for their children, tries to meet their children's needs and the most important thing is that children develop according to what their parents expect. It is the obligation of parents to educate their children, every parenting style they apply must be aimed at the good of their children.

²⁴Basrowi and Suwandi, *Qualitative Research* (Jakarta: Rineka Cipta, 2008), 158.

²⁵ Gunawan I, *Qualitative Research Methods Theory and Practice* (Yogyakarta: Bumi Aksara, 2015), 211.

²⁶Mukhtar, *Thesis Guidance*, 145

²⁷Subadi, interview with author, March 15 2023

Democratic parenting will produce characteristics of children who are independent, can control themselves, have good relationships with friends, have an interest in new things and are cooperative with other people. *Authoritarian* parenting produces characteristics of children who are timid, quiet, closed, do not take initiative, like to break norms, are shy and do not have the confidence to try new things. A *permissive* parenting style will produce characteristics of children who are aggressive, disobedient, spoiled, less independent, selfish and less self-confident. *Neglectful* parenting produces the characteristics of children who are moody, impulsive, aggressive, irresponsible, do not want to give in, and have low self-*esteem*.

2. Intrapersonal intelligence of early childhood 5-6 years in Nyogan village, Muaro Jambi Regency

Families have a very important role in shaping children's development, both from the intellectual side and the child's intrapersonal side. Children whose intrapersonal intelligence is well formed will have an influence on the learning process they participate in. This is in accordance with the researcher's interview with Desi's mother in Nyogan village as follows:

"At home, children are also taught how to control themselves, because this will support and determine the success or failure of the learning process provided. "Children who can understand themselves will easily accept and follow learning, but children who have difficulty understanding themselves will find it difficult to accept the directions given properly."²⁸

Furthermore, when the researcher asked Mrs. Iyah about intrapersonal intelligence in the author's interview regarding the meaning of intrapersonal intelligence, she said the following:

"The child's intrapersonal intelligence that we want to achieve is the process of developing a child's personality. The development of a child's intrapersonal intelligence is a development process of recognizing oneself and controlling emotions in which the development of intrapersonal intelligence can be developed in relation to various shared rules, norms, morals and ethics that apply in a school."²⁹

Next, Mrs. Desi said about children's intrapersonal intelligence:

"The interpersonal intelligence that must be developed is recognizing, managing, recognizing one's own emotions, expressing emotions and including emotions with the child's intellect. Intrapersonal intelligence is very important for children, because in the current learning system children are required to be independent. With this kind of learning, children sometimes get angry easily, give up easily or act arrogantly and arrogantly. This is due to the child's inability to control himself. With this statement, children's intrapersonal intelligence is not honed from early childhood. This makes us aware of the importance of developing children's intrapersonal intelligence from an early age."³⁰

From the interview above, it can be seen that intrapersonal intelligence is very important for every child, the development of children's intrapersonal intelligence starts from knowing themselves and managing emotions has not been running optimally. To form children's intrapersonal intelligence at an early age is not easy, it requires synergy between parents and children. Children who are educated well and lovingly at home are

²⁸Renj, interview with author, April 2, 2023

²⁹Suci, interview with the author, April 4 2023

³⁰Daisy, interview

much easier to form and develop children's abilities compared to children who are educated in a less good way and even tend to be harsh.

3. The role of parents in developing intrapersonal intelligence in young children aged 5-6 years in Nyogan Village, Muaro Jambi Regency.

Shaping emotional development and creating a happy family will help children grow up emotionally well and creating a good family is really the same thing. If parents do one, it means parents do the other. One of them is by spending time with children, opening their eyes, hearts and ears to children, this will make children trust their parents and make parents the only place where children can pour everything out. If children feel 'connected' to their family, they will have a steering wheel that helps them stay on a responsible path in the face of pressure in their lives, for example from peers. Honesty is very important, but few parents care about their children's honesty. Honesty as an adult cannot be separated from the honesty instilled as a child. When you are a child, honesty is instilled in you, then when you are an adult, that honesty will be embedded in the child's soul, that is what parents should do.

In the researcher's interview with Holy Mother, she said the following

"I always emphasize to children to always be honest, so that they can minimize all forms of deviation or mistakes made, even if the child makes a mistake, he will grow up to be a child who is responsible for what he does."³¹

Parents who are democratic and able to listen and prioritize their children's interests are good parents. They are responsible for guiding the child so that he remains on the right path. When a child grows up to be good, the parents will be proud, this means that the parents may be able to meet the child's needs optimally.

CONCLUSION

- 1. Parents' parenting patterns in Nyogan village, Muaro Jambi Regency are:** in various ways ranging from authoritarian, democratic and permissive patterns, they also act as companions for their children on a better path, especially in educating their children, parents are able to sacrifice anything for their children that is important is that in the future their children can grow and develop into people who are useful for themselves and others and get decent jobs that are much better than their parents.
- 2. Intrapersonal Intelligence for Early Childhood in Nyogan Village, Muaro Jambi Regency**, is an intelligence that is not permanent so that its development is not as easy as intellectual intelligence, because intrapersonal intelligence is an intelligence that changes, sometimes experiencing increases but not infrequently also experiencing decreases. Lack of motivation or attention from parents when children are in a family or community environment.
- 3. The role of parents in developing the intrapersonal intelligence of young children aged 5-6 years in Nyogan village, Muaro Jambi Regency**, the great responsibility of parents towards the child's self-development both at home means that for parents learning how to raise good children is absolutely necessary. One of them is that by making time for children, opening their eyes and ears to children, will make children trust their parents and make parents the only place where children can pour everything out. If children feel 'connected' to their family, they will get a rudder that helps them stay on a responsible path in facing pressures in their lives, for example pressure from their peers.

³¹Holy, interview

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