

# Intrapersonal Intelligence-Based Learning to Stimulate Early Childhood Independence

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**Abstract.** Early childhood has developmental achievement tasks in each process, including the child's ability to have good independence in their daily activities. Meaningful learning will have a good impact on children's developmental achievements. This study aims to stimulate children's independence by using interpersonal intelligence-based learning. Researchers involved six teachers to be able to provide learning that had been designed and adapted to 85 children. The implementation of this study used experimental research using quantitative data, which was analyzed by looking at the data regression of the data obtained. The implementation of this study found that by using learning that adapts intrapersonal intelligence, children have more understanding and awareness about their daily activities, so that children become more independent.

**Keywords:** Children, Learning, Independence

## 1 Introduction

Intelligence is the ability to solve and the ability to produce products that have cultural value. Based on this concept, Gardner discovered that human intelligence is not single but multiple and even infinite. Gardner discovered 8 intelligences possessed by humans, which he called multiple intelligences [1]. The eight intelligences are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, kinesthetic intelligence, naturalist intelligence, intrapersonal intelligence and interpersonal intelligence.

The intelligence factor, also known as intelligence, is certainly very influential in determining student learning achievement. Intelligent students will produce learning achievements that tend to be higher than students [2]. Intrapersonal intelligence controls understanding of internal aspects of oneself such as feelings, thought processes, self-reflection, intuition and spirituality. Self-identity and the ability to transcend oneself are part of this area of intelligence. Intrapersonal intelligence is the ability to understand oneself and be responsible

for one's own life [3]. People with high intrapersonal intelligence tend to be thinkers who reflect on what they do and constantly make self-judgments. There is not a single human activity that only uses one type of intelligence, but rather uses all of the intelligences which up to now have been considered to have 8 types of intelligence. All of these intelligences work together as a complete and integrated whole. Intrapersonal intelligence controls understanding of internal aspects of oneself such as feelings, thought processes, self-reflection, intuition and spirituality. Self-identity and the ability to transcend oneself are part of this area of intelligence. Intrapersonal intelligence is the ability to understand oneself and be responsible for one's own life. People with high intrapersonal intelligence tend to be thinkers who reflect on what they do and constantly make self-judgments [4]. The development of intrapersonal intelligence as early as possible can shape students' character and instill positive values in them such as self-confidence, independent and lateral thinking, a great sense of empathy and having a positive concept of themselves.

Intelligence is a person's ability to solve problems or produce something that is needed in a particular society [5]. Meanwhile, Gardner stated that intelligence is "a biopsychological potential to process information that can be activated in a cultural setting to solve problems that are of value in a culture". Gardner's opinion explains that intelligence is the biopsychological ability to process information that can be actualized in society to solve problems. From the opinions of the experts above, it can be concluded that intelligence or intelligence is the ability of a person's soul to solve a problem and produce something in society.

Intrapersonal Intelligence is one of the nine types of intelligence that have been discovered to date. Gardner proposed in his book, *Frames of Mind: The Theory of Multiple Intelligences*, that intelligence has seven components. Intrapersonal intelligence is an ability that is related, but directed inward [6]. This is the ability to form an accurate model, to be able to trust oneself and to be able to use that model to operate effectively in life. Intra-personal intelligence describes knowledge of internal aspects including access to one's own sense of life, one's own range of emotions, the ability to effect discrimination among these emotions and ultimately to label those emotions and use them as a way to understand and guide them. own behavior. The learning process that has been taking place in schools is still centered and dominated by the teacher (teacher-centered approach), so that children only act as passive listeners [7]. The learning process that has been taking place so far often uses general methods, where each child is treated in the same way. Of course, such learning is considered less capable in optimizing the potential development of children, because in essence every human being is different, they have different abilities in every respect, for example in terms of level of skill, intelligence, interest, talent and creativity between each children are not all the same [8]. Learning activities must be able to develop every potential a child has.

The learning process that has been taking place in schools is still centered and dominated by teachers, so that children only act as passive listeners. The learning process that has been taking place so far often uses general methods, where each child is treated in the same way [9]. Of course, such learning is considered less capable in optimizing the potential development of children, because in essence every human being is different, they have different abilities in every respect, for example in terms of level of skill, intelligence, interest, talent and creativity between each children are not all the same. Learning activities must be

able to develop every potential a child has [10]. Intrapersonal intelligence is intelligence about oneself. This intelligence is the ability to understand oneself and be responsible for one's own life. Intrapersonal intelligence is self-knowledge and the ability to act adaptively based on that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations) [11] ; awareness of mood and inner thoughts, intentions, motivations, temperament, and desires; as well as the ability to self-discipline, self-understanding, and self-esteem. Thomas Armstrong also explained that people who have good intrapersonal intelligence can easily access their own feelings, differentiate between various emotional states, and use their own understanding to enrich and guide their lives. This intelligence functions to understand oneself in the form of weaknesses and strengths that exist within the individual. People who have high intrapersonal intelligence tend to be more thinkers who reflect on what they do and constantly make self-assessments.

Persons who have high intrapersonal intelligence are always in touch with their thoughts, ideas and dreams and also have the ability to direct their own emotions in such a way as to enrich and guide their own lives [12]. Intrapersonally highly intelligent people are easily distinguished by their high level of self-confidence and independence. They are motivated individuals who stand by their decisions and take the lead. The work skills of a person with intrapersonal intelligence are implementing decisions, working alone, promoting oneself, setting targets, searching for targets, taking initiative, evaluating, assessing, planning, organizing, distinguishing opportunities, meditating, and understanding oneself.

Intrapersonal intelligence is not only important for those who strive to become leaders and bosses, but is fundamentally important for everyone who wants to have control over their lives and therefore achieve success and security. People with low self-esteem have difficulty dealing with stress, problems, and failure [13] . They are people who tend to give up easily, become very negative and even hateful. Because people with low self-esteem are not very sure of themselves and are afraid of failure. They are less likely to look outside and try new things in life. They are embarrassed to make new friends and don't dare take the risk of taking part in new activities because in their minds, they are sure they will fail. Interpersonal intelligence is a very important intelligence for children to have, because this intelligence determines a person's position in their social life [14]. Interpersonal intelligence requires children to cooperate, communicate, understand and establish good relationships with others. This is because humans are essentially social creatures who cannot live alone and will always need the help of other people.

Understanding the intrapersonal abilities possessed by children. Shows that children are able to carry out activities independently. Interpersonal intelligence is a very important intelligence for children to have, because this intelligence determines a person's position in their social life. Interpersonal intelligence requires children to cooperate, communicate, understand and establish good relationships with others [15]. This is because humans are essentially social creatures who cannot live alone and will always need the help of other people. Interpersonal intelligence is a very important intelligence for children to have, because this intelligence determines a person's position in their social life. Interpersonal intelligence requires children to cooperate, communicate, understand and establish good relationships with others. This is because humans are essentially social creatures who cannot live alone and will always need the help of other people. One of the developmental stages that must be taught to children from

an early age is independence. Children's independence is their own behavior that is implemented according to the child's stage of development so that it is hoped that independent behavior will be firmly ingrained in the child.

A child's independence can be determined by several factors. There are two factors that can influence the level of independence of children at school age, namely internal factors and external factors [16]. Internal factors consist of the child's intellect and emotions. External factors consist of parenting, environment, stimulation, the quality of the child's information with parents and the mother's employment status, love and affection, and the family's economic status. Parental parenting style; The way parents educate and care for is a factor that influences a child's level of independence. Education system; Creating positive competencies and giving rewards to children is important to apply to the education system in schools to facilitate the development of children's independence.

The basic concept of independence states that the meaning of independence in everyday life is standing alone without depending on other people. Independence is behavior that has self-confidence, is able to take the initiative, can overcome problems or obstacles faced, and do things independently without the help of other people. Early childhood independence can reflect physical ability, self-confidence, responsibility, discipline, sociability, independence from other people, and ability to control emotions. Independence does not only focus on physical abilities, but in its social and emotional form, having high self-confidence, taking the initiative, being responsible, disciplined, sociable, able to overcome problems faced and do things in everyday life without depending on other people [17]. Another thing. Independence is very important to teach at an early age, because children will live in the future, children must live without depending on other people to fulfill their needs or daily activities by making their own decisions.

## 2 Method

The research used is experimental research using quantitative data. The number of children who took part in this research was 85 children. The indicators used in this research for the independent ability variable are physical ability, self-confidence, responsibility, discipline, sociability, sharing and controlling emotions. The assessment criteria in this instrument are: Not Yet Developing, Starting to Develop, Developing According to Expectations and Developing Very Well.

**Table 1.** Table title. Table early childhood independence

No	Indicator	Sub Indicator
1	Physical Ability	<ul style="list-style-type: none"> <li>• Children are able to eat their</li> <li>• Children are able to take and put on their own shoes</li> </ul>
2	Self-confident	<ul style="list-style-type: none"> <li>• Children dare to appear in front of the class.</li> </ul>

3	Responsible	<ul style="list-style-type: none"> <li>Children are able to do their own work.</li> <li>Children are able to tidy up their own toys.</li> <li>Children are able to put together school equipment.</li> </ul>
4	Discipline	<ul style="list-style-type: none"> <li>Children come to school on time</li> <li>Children are able to put shoes on the shelf</li> </ul>
5	Jaunty	<ul style="list-style-type: none"> <li>Children do not disturb their friends while playing.</li> <li>Children like to help their friends.</li> </ul>

### 3 Result and Discussion

Data is taken from observations based on behavior that arises from activities carried out by children.

**Table 2.** Data on Children's Independence

No	Indicator	Average	Percentage	Criteria
1	Physical Ability	3,82	53,91%	Developing Very Well
2	Self-confident	3,67	51,63%	Developing Very Well
3	Responsible	3,42	50,77%	Developing According to Expectations
4	Discipline	3,91	55,24%	Developing Very Well
5	Jaunty	3,83	53,98%	Developing Very Well
<b>Average</b>		3,73	53,10%	Developing Very Well

Based on the results of observations through data in Table 2, children are able to carry out activities at school independently, based on the learning model that has been applied to children using an intrapersonal approach. Based on the data obtained from the five indicators used, the child can be declared to be developing very well by obtaining an average score of 3.73 with a percentage of 53.10.

Independence or often standing alone on one's own feet, is a person's ability not to depend on other people and be responsible for what they do. If the surrounding environment is supportive, an independent person will be formed, able to make decisions and be responsible for carrying out various actions that have been taken.

## 4 Conclusion

Early childhood requires appropriate stimulation to be able to improve each child's developmental achievements. Among them is when children are able to be independent in their daily activities. Children need to be strengthened in their intrapersonal intelligence so that children can understand things that children should be able to do themselves.

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