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by Febrina Dafit

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Critical Thinking, Critical Reading, and Multiple Intelligences: Impact of Parenting Style in Education

Miranti Eka Putri¹, Muhammad Ilyas¹, Zaka Hadikusuma Ramadan¹,
Muhammad Ryan Fahrezi¹

¹Riau Islamic University, Pekanbaru, Indonesia

mirantiekaputri@edu.uir.ac.id, muhammadiyas@edu.uir.ac.id, zakahadi@edu.uir.ac.id, ryanfahrezi@gmail.com

Berpikir Kritis, Membaca Kritis, Dan Kecerdasan Ganda: Dampak Pola Pengasuhan Dalam Pendidikan

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ABSTRACT

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Intellectual intelligence is not the only main focus of education but it is also the ability to think critically and read critically as a key element in preparing future generations. This research aims to investigate the impact of parenting styles on the development of children's critical thinking, critical reading, and multiple intelligences in the educational context. The data collection techniques used were interviews and observation. The research data validity used source and technical triangulations. The research participants were elementary to middle school-level children who came from different parenting styles. Democratic parenting style appears as a strong factor to influence the development of children's critical thinking and critical reading skills. Parents who open the discussions, provide encouragement to question information, and provide space for exploration against the ideas at home, are positively correlated with higher levels of children's critical thinking. In the context of multiple intelligences, a democratic parenting style is also proven to play a key role. This research also provides limitations, especially in terms of the generalization of findings because it uses a case study design with a limited sample.

Keywords: *critical thinking, critical reading, multiple intelligence, parenting style*

Kecerdasan intelektual bukanlah satu-satunya yang menjadi fokus utama pendidikan, tetapi juga kemampuan berfikir kritis dan membaca kritis sebagai unsur kunci dalam mempersiapkan generasi masa depan. Penelitian ini bertujuan untuk menyelidiki dampak pola asuh terhadap perkembangan berfikir kritis, membaca kritis, dan kecerdasan ganda pada anak dalam konteks pendidikan. Teknik pengumpulan data yang digunakan adalah wawancara dan observasi. Keabsahan data dalam penelitian ini menggunakan triangulasi sumber dan triangulasi teknik. Partisipan penelitian adalah anak sekolah dasar sampai menengah yang berasal dari pola asuh yang berbeda. Pola asuh demokratis muncul sebagai faktor yang kuat mempengaruhi perkembangan keterampilan berfikir kritis dan membaca kritis pada anak. Orang tua yang mendorong diskusi terbuka, memberikan dorongan untuk mempertanyakan informasi, dan memberikan ruang eksplorasi terhadap ide-ide di rumah, secara positif berkorelasi dengan tingkat berfikir kritis yang lebih tinggi pada anak. Dalam konteks kecerdasan ganda, pola asuh demokratis juga terbukti memainkan peran kunci. Penelitian ini juga memiliki keterbatasan, terutama dalam hal generalisasi temuan karena menggunakan desain studi kasus dengan sampel terbatas.

Kata Kunci: *berpikir kritis, membaca kritis, kecerdasan ganda, pola asuh*

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*Corresponding: Miranti Eka Putri, Riau Islamic University, Pekanbaru, Indonesia.



INTRODUCTION

Education is an important foundation for the development of the quality of human resources. Currently, not only intellectual intelligence is the main focus of education, but also the ability to think critically and read critically as a key element in preparing future generations who are able to adapt and face complex challenges in the era of globalization. Furthermore, success in developing multiple intelligences, namely mastery of various types of intelligence such as verbal, mathematical, kinesthetic and other intelligences, has a significant role in forming individuals who are holistic and able to compete in various aspects of life.

In fact, the main education for children is at home with their parents. The indicators are that parents are the people most responsible for their children's development, parents are the first people to interact with children before children interact with other people, and the family environment is the closest environment (micro system) that influences children's intelligence.

Dalimunthe, et. al (2014) there are 10 contributions that families (parents) can make to children, namely: (1) Feelings of security, (2) Fulfillment of physical and psychological needs, (3) Source of love and acceptance, (4) Model of behavior which is approved in order to learn to be social, (5). Guidance in the development of socially approved behavior patterns, (6). Assistance in solving children's problems, (7). Guidance and assistance in learning motor, verbal and social skills necessary for adjustment, (8) Stimulation of the ability to achieve success in school and social life, (9) Assistance in setting aspirations that match interests and abilities, and (10) Source of friendship until they are old enough to have friends outside the house.

The family is the most effective place where a child receives health, education and welfare needs. Children will observe and imitate their parents' behavior (Handayani, 2016); (Yunus and Arhanuddin, 2018). In agreement with Marpaung (2017) affection or sincere love can form children's intelligence networks. The love given in the family can connect billions of connective tissue to every part of the cortex. However, parents often don't have time to love their children in the proper way, namely: rarely caressing them, never rubbing their heads, and never kissing their children. Smart children come from smart families too. Children who are raised with attention and love from their parents will be able to develop their full potential.

In the stimulation process, there are several things that need to be considered, namely: learning style, parenting patterns, and emotional intelligence (Maarif & Zulia, 2021). We can raise children in the right way so that they become intelligent and happy children, which is certainly what parents want. There are several factors that influence a child's development, namely: natural factors which are God-given and difficult to change, for example body shape, age, and others. There are nurturing factors that come from the environment, in the form of providing nutrition, stimulation, parenting patterns, and others. From these two factors, parents can play a role in helping children behave intelligently and behave intelligently.

Parenting style, as one of the key factors in the family environment, is an important element that can shape a child's character and potential. Hutagalung & Fitri (2022) say that one of the nurturing factors is parenting, namely a certain parenting style that is consistently used by parents for their children. This care includes the process of: (1) Caring, such as feeding regularly, cleaning and protecting the child so that the child feels safe; (2) Socialization. One form of this is teaching general behavior that is in accordance with the rules of society, for example being polite to other people; (3) Communication. The things that are communicated are love, values, interests, behavior and beliefs towards children.

The influence of parenting is not only limited to the emotional aspect, but can also have an impact on the development of critical thinking, critical reading, and children's multiple intelligences.



Intelligence is a person's overall capacity to overcome problems, while talent is a person's outstanding ability in a particular field. According to the Multiple Intelligence perspective, every child has a variety of intelligences. However, every intelligence needs to be stimulated to develop optimally. Intelligence is often defined as the overall capacity to solve problems. Intelligence is generally associated with IQ and scholastic abilities such as reading, writing and arithmetic. Meanwhile, talent or talents are identical to the abilities a person has in a particular field. So, the nature is more specific, for example dancing skills, reading poetry, singing, playing football, and so on. That child is unique. Each one is definitely different. So is their intelligence. Critical thinking is one of the high-level skills that is very important to teach students besides creative thinking skills. According to Pebianto, et. al (2019) Critical thinking is thinking reasoned and reflectively with an emphasis on making decisions about what to believe or do.

Therefore, research on the relationship between critical thinking, critical reading, multiple intelligences and parenting is a major concern for understanding the dynamics of forming children's potential and character. This research aims to investigate the impact of parenting styles on the development of critical thinking, critical reading and multiple intelligences in children in an educational context. By digging deeper into the interactions of these variables, it is hoped that valuable information can be found to improve educational strategies and parenting patterns that support children's optimal growth.

Through a better understanding of this relationship, it is hoped that it can make a positive contribution in designing educational policies and provide guidance for parents and educators in creating an environment that supports the development of children's critical skills and multiple intelligences. Thus, it is hoped that this article can make a real contribution in advancing our understanding of the importance of parenting in producing a generation that is not only intellectually intelligent, but also able to think critically and creatively, and has diverse multiple intelligences.

THEORETICAL REVIEW

Critical thinking, as an essential intellectual ability, is the focus of this theoretical study. According to Ennis (in Wahyudi, et. al, 2020), critical thinking involves the ability to identify and evaluate arguments, recognize underlying assumptions, and make decisions based on logical evidence. In the educational context, critical thinking is a crucial skill to equip students with the analytical and problem solving skills needed in this information era.

Critical reading is an important dimension of modern literacy. Critical reading is a type of reading that is done wisely, considerately, deeply, evaluatively, using analysis and not just looking for mistakes. In an educational context, critical reading includes not only understanding text, but also the ability to analyze content critically, a skill that is essential for successful learning (Radhiyah, 2021); Wahyuni, et. al (2021). Critical reading can basically be done in 3 ways, namely: (1) line reading, which means reading line by line to understand the meaning of the words in each line; (2) reading between the lines, having the sense of analyzing the author's true intentions; (3) reading outside the lines, aimed at evaluating and understanding things that need to be applied in critical reading, readers will be able to carry out reading activities in a short time, but obtain complete and correct information. Success in critical reading really requires continuous practice and practice, so that readers will be able to obtain the correct information, both expressed and implied in the discourse they read. The materials that can be used for critical reading practice can be any kind of discourse, for example: articles, stories, dialogues, popular scientific works, including scientific works (Ibda, 2017).

Gardner's theory of multiple intelligences (in Bukhori, 2019) highlights that intelligence is not limited to one particular domain. Gardner identified several types of intelligence, such as verbal,



mathematical, kinesthetic, interpersonal, and intrapersonal. Recognition of diversity of intelligence is the basis for more inclusive learning and holistic empowerment of individual potential. Multiple intelligence is a function of the two hemispheres of the human brain, namely the right and left brain. The right brain has the ability to respond to things that are qualitative, artistic and abstract. Meanwhile, the left brain has the ability and potential to solve mathematical, logical and phenomenal problems (Mahrus & Itqon, 2020); Nita (2020).

Gardner introduced the theory of multiple intelligence which states that intelligence includes eight intelligences, including: linguistic intelligence, intelligence mathematics, intelligence visual, musical intelligence, intelligence kinesthetic, interpersonal intelligence, intelligence intrapersonal, and intelligence naturalist (Warsah, 2018); (Kelelufna & Masan, 2019). This theory is based on the idea that intellectual abilities measured through IQ tests are very limited, because IQ tests only emphasize logical (mathematics) and language abilities. Even though each person has a unique way of solving the problems they face. Intelligence is not only seen from the grades a person obtains.

Children's development will grow and develop optimally and optimally if stimulated in the right way according to each child's level of development. Education takes place for the first time in the family environment. Family is an environment under one roof, the desire to live together in one house and have the potential to have children to form a new community called family (Rahmah, 2019). The parenting style provided by parents is the first education for a child because it is the first time they know the world and are born into a family environment and educated by their parents. The example of parents in their daily actions will become a vehicle for moral education for children, forming children as social and religious beings to create conditions that can foster children's initiative and creativity (Santosa et al., 2018). Parenting patterns are procedures applied by parents in nurturing, caring for, protecting and educating their children (Dahlia & Iriyana, 2019).

Previous research shows that parenting styles that support children's participation, encourage independent thinking, and promote active reading activities can contribute to the development of critical thinking and multiple intelligences. In the educational context, the complex interaction between parenting, critical thinking, critical reading, and multiple intelligences is the basis for understanding how these factors are interconnected in shaping children's potential. In-depth research into these dynamics will provide valuable insights for the development of holistic educational strategies.

RESEARCH METHODS

This research uses a qualitative approach with a case study method, involving participants from parent and child groups. Qualitative research is research conducted to understand events related to what the research subject experiences (Moleong, 2021; Gunawan, 2022). Merliam (in Siswono, 2019) & Yin (2011) explain that a case study is a type of research that tries to understand a situation in depth and provide meaning. One unit is extensively described and analyzed in this study. The type of case study used in this research is a situation analysis case study. This research analyzes the situation of a particular event or incident. Furthermore, data collection is done through:

1. In-depth interviews: Used to gain an understanding of the impact of parenting styles on critical thinking, critical reading, and multiple types of intelligence.
2. Observation: Conducted with regular observation techniques during specific activities, in line with the views of Khaatimah & Wibawa (2017).
3. Documentation: Using secondary data such as journals, books, and previous research.

There are two data in this study, namely primary data and secondary data. Beno et al (2020) explain that primary data is data in the form of verbal or verbally spoken words, gestures or behaviors



performed by a trustworthy subject, in this case the research subject (informant) concerned. With the variables studied, primary data in this study were obtained from interviews. Then, Nurwanda & Badriah (2020) said secondary data was obtained by researchers indirectly, secondary data in this study in the form of journals and books and previous research. Research participants consisted of parents and children in the elementary to middle school age range, selected by considering variations in parenting patterns and levels of child development.

Then, the instruments used in this study involved interview guides and observation sheets. Sa'adah et al., (2022) explained that data validity is a measure of the truth of research data, therefore in this study it was strengthened through technical and source triangulation. This research uses technical triangulation and source triangulation. Technical triangulation is used to test the trustworthiness of data by searching and seeking the truth of data from the same source through different techniques (Alfansyur & Mariyani, 2020; Mustika, 2021). Meanwhile, data source triangulation is the collection of data from various different sources (Syarif, et al, 2021; Ayu & Fakhruddin, 2017). Furthermore, data analysis was carried out using the Miles and Huberman approach with four stages, namely:

1. Data analysis starts from data collection. Data were collected through interviews, observations, and documentation.
2. Then proceed with data reduction. Data reduction is done by sorting the data that has been obtained and then adjusted to the predetermined research indicators. Inappropriate data is then discarded or not used.
3. Next is the presentation of data. Data presentation is done by describing the data that has been grouped into descriptive descriptions.
4. Then draw conclusions.

RESULTS AND DISCUSSION

The results of this research reveal a number of significant findings regarding the impact of parenting styles on critical thinking, critical reading and multiple intelligences in children in the educational context. Based on in-depth interviews and observations, democratic parenting emerged as a strong factor influencing the development of critical thinking and critical reading skills in children:

1. In a democratic parenting style, parents tend to create an environment at home that supports open discussion. This gives children the opportunity to voice opinions, ask questions, and actively participate in family conversations. Through open discussion, children learn to articulate their ideas, broaden their views, and develop speaking skills that build the foundation for critical thinking skills.
2. Democratic parenting also encourages children to actively question the information they receive. Parents who encourage children to ask critical questions help them develop the tendency to not just take information at face value, but also to dig deeper, understand the context, and identify potential biases or flaws in the information. It provides a basis for the development of analytical and evaluative skills
3. In a democratic environment, children are given the freedom to explore their own ideas. Parents who provide positive encouragement towards creative exploration and thinking outside the box create a strong foundation for the development of critical thinking skills. Children learn that the exploration of new ideas is not only permitted but also appreciated, developing self-confidence and interest in the learning process.
4. They are able to construct arguments, view an issue from multiple points of view, and consider the implications of each decision. This positive correlation confirms that democratic parenting makes a significant contribution to the formation of critical thinking skills in children.



5. Apart from critical thinking, democratic parenting also has a positive impact on children's critical reading skills. Open discussion and encouragement to question information directly impacts a child's ability to read with deep understanding. Children who are accustomed to questioning and analyzing texts critically have a tendency to develop strong critical literacy.

Then, authoritarian parenting, which is characterized by an emphasis on orders without providing space for the expression of children's opinions, has a significant impact on the development of children's communication skills and social behavior. In this context, several aspects need to be considered to understand the consequences of authoritarian parenting holistically:

1. Low frequency and quality of communication

Authoritarian parenting often creates an atmosphere where children find it difficult to express their opinions or ideas. Parents who give orders without providing opportunities for children to express their opinions can reduce the frequency and quality of communication between parents and children. This can hinder the development of children's communication skills, considering that the ability to convey ideas, respond tactfully, and dialogue are important aspects of effective communication;

2. Lack of child involvement

In authoritarian parenting, decisions are taken unilaterally by parents, without considering the child's opinion. As a result, children may feel less ownership or involvement in the decision-making process. The child's sense of responsibility and involvement in group decisions can decline, which in turn can affect the child's social adaptability. Children may be less enthusiastic about contributing or taking an active role in their social environment.

3. Impact on Social Behavior:

Children who are raised in an authoritarian parenting style often show behavior that is less adapted to their surrounding environment. They may tend to become quiet, due to lack of opportunities to speak or express their opinions. On the other hand, it is possible that children experience high levels of aggressiveness, as a response to frustration due to authoritarian pressure. This behavior can reflect a child's inability to express themselves healthily and find positive ways to interact with their social environment.

4. Obstacles in Group Collaboration:

Limited interaction and lack of respect for children's opinions can have serious consequences for the development of children's social skills. Children in authoritarian parenting styles may experience obstacles in collaborating and working together in groups. The ability to share ideas, listen to others, and contribute to common goals may be hampered, limiting the child's ability to develop the cooperative skills necessary for success in a variety of social contexts.

5. Impact on Social Attitudes:

Children who are raised in authoritarian parenting tend to have low social attitudes towards the environment in which they live. Lack of ability to communicate effectively and inability to adapt can harm a child's social relationships with peers and society. Low social attitudes can affect a child's interactions with others, limiting his ability to build healthy and sustainable relationships.

Next, a table of the impact of parenting patterns in education on critical thinking, critical reading and multiple intelligences is presented as follows:



Table 1. Critical Thinking, Critical Reading, and Multiple Intelligences

| Critical thinking | Critical Reading | Multiple Intelligences |
|------------------------|-----------------------------------|------------------------|
| Context Argument | Critical Understanding Material | Musical |
| Conclusion Information | Evaluation of Information Sources | Math logic |
| Counter Arguments | Meaning in Text | Spatial Visuals |
| Confident Arguing | Complex Text | Kinesthetic |
| Evaluating Logic | Barriers to Understanding Text | Intrapersonal |
| | | Interpersonal |
| | | Naturalistic |
| | | Verbal Linguistics |

Table 2. Family Parenting Style

| Parent | Child |
|---------------|-------------------------|
| Democracy | Spend time |
| Authoritarian | Discipline |
| Permissive | Not obey |
| Local wisdom | Consultation |
| | How to learn |
| | Learning Obstacles |
| | Worship |
| | Practice Responsibility |
| | Achievement Success |
| | Parents Busy Working |
| | Local wisdom |

Table 1 and Table 2 explain that family parenting patterns are as follows:

- 1) Democratic Parenting Style
 Parents: Promotes democratic principles, where family decisions are made through mutual consultation and participation. Encourage open communication and give children freedom of expression
 Children: Spend time together with family, are given the opportunity to voice opinions, and are involved in the decision-making process.
- 2) Authoritarian Parenting Style
 Parents: Tend to enforce rules strictly, emphasize discipline and obedience. Family decisions are taken authoritarily without involving children in the decision-making process
 Children: Expected to obey rules with no room to express opinions or be involved in family decisions. Children experience obstacles to self-expression and creativity.
- 3) Permissive Parenting Style
 Parents: Give children a lot of freedom without many rules. Tend to avoid conflict and let children make their own decisions.
 Child: Maybe not too obedient to the rules, because they have a lot of freedom. Obstacles may arise in terms of personal responsibility and discipline.
- 4) Local wisdom
 Parents: Using local wisdom in educating children, integrating local values and family traditions in parenting patterns
 Children: Involved in consultation and learning about local wisdom, helping children understand and apply family and cultural values.



- 5) How to learn
Children: Learn in a way that suits the family's upbringing, whether through open discussion (democracy), strict rules (authoritarian), or freedom of expression (permissive).
- 6) Learning Obstacles
Children: The possibility of experiencing learning obstacles related to family parenting patterns. For example, children in authoritarian parenting may experience tension or fear, while children in permissive parenting may face challenges in terms of responsibility.
- 7) Worship
Children: Engage in religious activities in accordance with the family's upbringing, reflecting the family's spiritual values and beliefs
- 8) Practice Responsibility
Parents: Provide responsibility training for children, in accordance with family values and expectations in implementing these values in everyday life.
- 9) Achievement Success
Children: Children's successful achievements can be influenced by family parenting patterns. Children who grow up in democratic environments may tend to develop critical and collaborative skills, while children in authoritarian upbringings may have a focus on achieving according to rules.

DISCUSSION

These findings illustrate the complexity of the relationship between parenting styles and child development. It was found that a balanced parenting style, combining elements of democracy with appropriate discipline, can provide an environment that supports holistic child development. Apart from that, the implementation of local wisdom can be a source of values that enrich children's experiences.

In line with the research results of Nasution (2019), democratic parenting styles will provide opportunities for children to develop all aspects of their abilities and will also have an impact on the development of social abilities which function as a means of obtaining good relationships in interacting with other people, for example helping others, cooperation, decision making, communication, participation, sympathy and empathy. A child is said to have high social skills if he can communicate well according to the rules (procedures) with others in a group.

In addition, democratic parenting is also associated with improvements in critical reading skills. Children who are given wide access to various types of literature and are encouraged to analyze content critically tend to have better critical reading skills. Observations show that when the family environment provides positive support for reading activities, children are more likely to develop deep literacy skills. In the context of multiple intelligences, democratic parenting has also been shown to play a key role. In line with research by Asmarani, et. al (2022), namely in the context of developing multiple intelligences, it is necessary to give their children a little freedom to be able to choose the competencies they want to develop in accordance with the intelligence and talents they have. Then Rusmana, et. al (2017) Children who are raised in an environment that pays attention to and appreciates various forms of intelligence tend to identify and develop their potential better. Parents who understand the diversity of intelligence and provide opportunities to explore various activities have a positive impact on the development of children's multiple intelligences.

These findings are consistent with theories that discuss the importance of the family environment in shaping children's critical skills and intelligence. Democratic parenting, which creates a climate that supports and encourages personal growth, appears to provide a solid foundation for the



development of critical thinking, critical reading, and multiple intelligences in children. In a series of dynamic relationships between parents and children, democratic parenting plays an important role as an architect of child development. By creating a supportive climate, encouraging critical thinking, forming critical reading skills, and recognizing the importance of multiple intelligences, this parenting style forms a solid foundation for children's growth and success in facing life's challenges. Therefore, an emphasis on implementing democratic parenting can be considered a valuable investment in building an intelligent, creative and adaptable generation.

The implications of this research involve the implementation of parental education and guidance strategies that focus on democratic parenting. Educators and parents can collaborate to create a learning environment that encourages children to ask questions, think critically, and explore different types of intelligence. Training programs for parents can also help in building their understanding of the importance of their role in shaping their child's potential. However, this research has limitations, especially in terms of generalization of findings because it uses a case study design with a limited sample. Future research could broaden the scope by involving larger samples and diversifying family contexts. Nevertheless, these findings make a significant contribution to our understanding of how parenting can be key in forming children who are critical, literate and have multiple intelligences.

CONCLUSIONS AND RECOMMENDATIONS

This research concludes that democratic parenting plays a central role in forming critical thinking, critical reading and multiple intelligence skills in children in an educational context. Research results show that parents who provide active support, encourage questions, and provide freedom of exploration tend to have children who excel in these skills. The implications are not only limited to individual child development, but also underscore the importance of family education in supporting children's holistic growth.

In this context, several recommendations are proposed to strengthen the positive impact of parenting styles in the educational context. First, it is necessary to develop an in-depth parent training program, discussing democratic parenting strategies, and providing practical tips to support children's critical thinking, critical reading, and multiple intelligences. Second, the integration of family education material in the school curriculum can increase awareness and understanding of students, teachers and parents regarding the role of parenting. Third, the importance of creating a supportive learning environment, including children's access to various types of literature and diverse learning experiences. The next recommendation is to conduct further research to investigate additional factors that may influence the relationship between parenting styles, critical thinking, critical reading, and multiple intelligences. In this case, further research involving a larger sample and more diverse family contexts could provide more comprehensive insights. Finally, efforts are needed to encourage policy makers to include family education strategies in broader education policies, recognizing the cultural role of the family in shaping children's character and skills. Through the implementation of these recommendations, it is hoped that positive changes can be created in family education and encourage the formation of a generation that is critical, literate and has multiple intelligences.

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