



## **CHILDREN'S INTELLIGENCE POTENTIAL: EXPLORATION THROUGH A SPIRITUAL APPROACH**

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### **Abstract**

This article discusses strategies and efforts to optimise children's intelligence, particularly in the spiritual aspect. The discussion covers developing children's potential through an approach that utilises interests and passions, character building of spiritual intelligence in the family environment, and the application of disciplined habits to explore children's spiritual potential. It is therefore of great concern to parents, as it profoundly affects the lifelong happiness of their children. High spiritual intelligence facilitates the attainment of happiness with ease, whereas its absence poses formidable hurdles. The importance of nurturing spiritual intelligence in our offspring cannot be underestimated, as it is the heart and core of their purpose in life as human beings. The support of family harmony was also raised as an important factor in shaping a child's spiritual intelligence. Emphasis is placed on the role of parents, educational institutions, and the social environment in collaboration to create an education that engages the moral, intellectual, and spiritual aspects of the child.

**Keywords:** children's intelligence, spiritual intelligence, children's potential, character building, disciplinary habits, family support, family harmony.

## Introduction

When realizing that a child has a weakness in an area, most parents will put in extra time, effort and energy to continue focusing on that area. For example, if an early childhood child is struggling with reading skills (verbal intelligence), parents tend to provide extra lessons or tutoring to improve. However, constantly focusing on these weaknesses can actually reinforce the child's sense of inadequacy and potentially be mentally torturous.

An optimal strategy to foster a child's development involves shifting away from a persistent emphasis on their weaknesses. Collaborative efforts between parents and teachers can be instrumental in recognizing and nurturing a child's inherent strengths. To enhance a child's intelligence effectively, a tailored approach can be adopted. For instance, if a child exhibits a weakness in reading but demonstrates musical intelligence, parents and teachers can integrate reading activities with singing to leverage the child's musical inclination.

In the case of a child encountering challenges in mathematics yet displaying an interest in sports (body intelligence), the enhancement of mathematical skills can be achieved through sports-related questions. Similarly, when a child is not proficient in Quranic studies but exhibits commendable behavior, an approach grounded in patience can serve as the initial step toward nurturing the child's spiritual intelligence.

Recognizing that children tend to learn more efficiently in a joyful and stimulating environment, an alternative strategy involves capitalizing on their potential to address weaknesses rather than perpetually highlighting disabilities. This approach, as advocated by Siswanto and Lestari (2012), promotes a positive and constructive method for supporting a child's overall development.

According to Gardner (2010), in an interesting learning process, he said that children aged 0-7 years are in the exploration phase, especially in the early age range. This phase is considered a critical period to recognize the various types of intelligence possessed by children. To help parents or teachers identify and explore the potential of children's intelligence, it is recommended that children be given the freedom to choose the types of activities they like. Thus, both children, parents and teachers can determine the combination of intelligences that may be prominent or strong, as well as the types of intelligences that need to be further developed.

The benefit felt by a child who realizes their strengths or weaknesses is increased self-confidence. By identifying a child's potential intelligence, parents and teachers can work together to better develop that potential (Mardikaningsih & Darmawan, 2018). In this exploration phase, it is recommended that parents and teachers avoid giving children snap judgments, such as saying, "My child is very good at drawing. Maybe it is better to focus on painting to become a painter." This attitude can hinder children's development because it tends to limit or narrow the potential and talents that children have. Therefore, what parents and teachers need to do is to create a supportive environment so that all children's intelligence exploration activities can develop optimally (Berk, 2001).

The subsequent stage in a child's developmental trajectory is identified as the specialization phase, typically spanning from 7 to 14 years of age. This critical period involves focused training aimed at cultivating specialized skills aligned with the child's interests, ultimately striving for a level of proficiency or excellence within a specific domain. The attainment of expertise during the specialization phase plays a pivotal role in fortifying a robust sense of self-confidence, providing a solid foundation for subsequent phases of development (Wood & Oliver, 2008).

The synthesis phase is the third stage in a child's development, occurring when they enter adolescence. In this period, they are ready to apply the skills they have developed in the real world. This is the phase where they begin to learn and are able to combine different aspects of their intelligence in more complex daily life situations. They grow into independent individuals, able to overcome life's challenges, and able to accept and develop themselves (Baumrind & Moselle, 2014).

According to Lestari (2012), the initiation of children's intelligence development commences during prenatal stages and attains its pinnacle during the golden age, spanning from 0 to 6 years. This distinctive phase is marked by the proliferation and heightened functionality of nerve cells within the child's brain. To optimize the functionality of these nerve cells, concerted and synergistic efforts are essential.

The "golden age," a term synonymous with the golden period, signifies a crucial juncture marked by profound changes in a child's brain and physique, yet it is simultaneously recognized as a delicate stage (Dreaden et al., 2012). This phase substantially influences a child's future intellectual,

emotional, and social development. Acknowledging and appreciating the distinctive qualities of each child become imperative during this golden period. Once this pivotal stage concludes, there is no replacement for its impact on a child's overall development.

Observing weaknesses in their children often prompts parents to intensify efforts to rectify those shortcomings. However, an overemphasis on these weaknesses can detrimentally affect a child's mental development, potentially reinforcing feelings of inadequacy. A more constructive strategy involves identifying and nurturing a child's strengths, collaborating with teachers to establish an environment conducive to positive growth (Sternberg et al., 2007; Rimm-Kaufman et al., 2009). A profound comprehension of children's developmental stages, encompassing exploration, specialization, and synthesis, proves indispensable in guiding them toward realizing their maximum potential.

In the course of child development, several crucial questions arise to guide this research. First of all, how can we direct our efforts towards optimizing children's intellectual potential, so that they can reach the peak of their intelligence? Next, what are effective methods and strategies to characterize spiritual intelligence in children, giving them a strong foundation to face the challenges of life?

This study also sought to answer the question of concrete efforts to explore children's spiritual potential through disciplinary habits. How can this positive habit serve as a bridge to uncover and enrich the dimension of spirituality in children?

Meanwhile, the research also focused on the important role of family harmony in shaping children's spiritual intelligence. How can support and warmth within the family environment provide a solid foundation for children's spiritual development, creating balanced and resilient individuals for the future?

By detailing each of these challenges, this research aims to explore the comprehensive journey of child development, from intellectual optimization to spiritual intelligence, unearthing potential through disciplined habits, and viewing the family as the primary base for a child's all-round growth.

## Method

This study is scientific and systematic in nature using an in-depth literature study approach to detail a comprehensive understanding of child development. This approach was chosen because it provides the researcher with the opportunity to develop a solid conceptual framework based on theories and previous findings that have significant relevance to child development.

Through an in-depth analysis of the literature, this study aims to draw conclusions that can formulate relevant research implications. Findings from the literature will be used as guidelines in designing a solid foundation for further research related to children's intellectual optimization, spiritual character building, exploring children's potential through disciplinary habits, and the role of the family in the context of child development.

By systematically organizing the literature findings, this research seeks to understand and detail how child development can be directed and enriched. Research implications will be generated through synthesizing the literature findings, providing an in-depth and evidence-based view to guide the course of further research in this field. As such, the literature review approach in this research allows for a comprehensive and informed investigation of child development issues.

## Result and Discussion

Understanding the growth of children's intelligence and character has significant importance in relation to parenting, education and personal development. Understanding children's intelligence helps identify and optimize their potential in various aspects, including intellectual, emotional, social and spiritual intelligence.

### A. Optimizing Children's Intellectual Intelligence

Intellectual intelligence is a term used to describe the ability of a person's mind in various aspects, such as the ability to think logically, plan, solve problems, think abstractly, understand ideas, use language, capture, and learn. Intellectual intelligence is closely related to the cognitive abilities possessed by individuals.

Intellectual intelligence can be measured using psychometric tools commonly referred to as IQ (Intelligence Quotient) tests. This IQ test can provide an overview of a person's intellectual abilities in various aspects. However, intellectual intelligence is not only limited to IQ, but also involves the ability to think critically, creatively, and the ability to solve problems.

Intellectual intelligence can be improved through various ways, such as through sports activities, playing, reading, playing musical instruments, providing good nutrition, and providing proper stimulation. In addition, a supportive environment and attention from parents are also very important in optimizing children's intellectual intelligence.

Intellectual intelligence in children refers to the ability to learn, understand, process information and complete cognitive tasks. It includes various aspects such as the ability to think, solve problems, speak and plan. The development of a child's intellectual intelligence is a complex process that involves the interaction between genetic and environmental factors from the beginning of life.

If a child has difficulty in reading, for example, but has an interest in singing (musical intelligence), parents and teachers can develop the child's passion for singing as part of the reading activity, such as reading while singing. If a child faces challenges in math but shows interest in sports (body intelligence), the development of math intelligence can be done through activities or problems related to the world of sports. The effectiveness of children's learning can be better achieved if they feel happy and joyful. Therefore, rather than continuing to focus on children's disabilities, which are often accompanied by dislike, it is better to utilize children's potential to improve their weaknesses (Lestari, 2012).

In an effort to improve children's intellectual intelligence, there are several general approaches that can be applied. Creating an environment that stimulates brain and cognitive development is key (Tomporowski et al., 2008). Activities such as playing, creating and interacting with the environment can provide valuable experiences for children.

Engaging in creative activities, such as art or construction games, can stimulate different areas of development, including creative and lateral thinking. Reading with your child is also an important step in building their language skills and knowledge (Masnawati et al., 2022).

Music, whether playing an instrument or listening to classical music, can provide enriching experiences and influence intellectual development. Formal education, whether at school or through supplementary education programs, provides an important academic foundation.

Physical activity and a balanced diet also play a role in supporting brain development. Sports and activities that involve movement can improve children's concentration and physical health. Good nutrition is an important aspect to support optimal brain function.

It is important to pay attention to children's emotional and social growth as an integral part of their development. Children with high emotional intelligence tend to be better at managing stress. They continue to try despite facing difficulties which in turn can improve their learning outcomes. (Darmawan & Mardikaningsih, 2022). Positive relationships with others and children's mental health contribute to their overall well-being.

Providing tasks or activities that are appropriate to children's developmental level can also boost their intellectual intelligence. Challenges that match children's abilities can help them reach their full potential in various aspects of life.

Support and care from parents and the surrounding environment are key factors in forming a foundation that supports the development of children's intellectual intelligence in general. Every child has unique potential, and this approach aims to create conditions that support their all-round development.

## **B. Efforts to Shape Children's Spiritual Intelligence Character**

The first and most crucial place to shape character is in the family environment. Home life is the primary preparation for life in society. The well-being of society depends largely on the education that children receive at home (Masnawati & Masfufah, 2023). One of the best teachers of education is daily chores and work, which teach values such as discipline, self-control, thoughtfulness, dedication, perseverance, skill, and wisdom in performing tasks, as well as the ability to overcome difficulties in life.

Individuals with strong character show respect for religious values, clear thinking, and teachings, and honor great figures past and present (Lickona, 1999). Without respect, trust in God or fellow human beings is

difficult to realize. People with character place duty above all else. Duty is the foundation that gives strength to all kinds of virtue, reason, truth, happiness, and love to stand firm (Djazilan & Darmawan, 2021). The individual who neglects duty will watch everything around him crumble, and in the end, he will degenerate into the ruin of the happiness he once had. Nothing can exempt man from the responsibilities that must be fulfilled.

Between the various elements, collaboration is very important. In this collaboration, there is a process of complementing, improving and perfecting each other. The role of contributing elements, including parents, educational institutions and the community environment, is an unavoidable priority. School readiness in children does not come out of nowhere. In addition to being influenced by the level of maturity, the environment in which the child grows also shapes this readiness. This understanding is in line with the understanding that children's school ability is influenced by external factors, such as the environment and family.

Within the context of school readiness, two primary environmental factors, namely school and family, take precedence. These elements wield substantial influence, particularly during the preschool years, where the stimuli encountered by the child significantly shape their development. As the foremost custodians of children's growth and development, parents hold considerable sway over early childhood education and the broader educational journey across all stages.

However, it should be recognized that the family is the source of a child's success as well as failure. The family acts as a very strong medium for value internalization and a filter for all influences, both internal and external. In shaping a child's character, several things need to be considered:

1. Forming a person in mind or knowledge, not just in morals and character, is a threat in the community.
2. Willpower is indispensable in shaping character. Character building is impossible without the key words and secrets of willpower, such as "Must," "Can," and "Will."
3. To have willpower, feelings, thoughts, and courage (determination) are required. The path to realizing willpower will be found or built by willpower itself. "Where there is a will, there is a way!"

4. Character building starts from infancy and continues throughout life until death, as expressed by Eleanor Roosevelt.
5. It is right to teach good behavior, but it is even more right to teach good motivation. Any action can only be considered good if it stems from good motivation.
6. Building the right motivation in children teaches them to do the right thing not because they are afraid or want to be rewarded, but because they know and want to do the right thing.
7. Character cannot be developed in a comfortable and calm atmosphere. Only through experiences full of trials and tribulations can the soul be strengthened, ambition aroused, and success achieved.

Character building is essentially creating good habits. Character will reflect who we really are, show whether our decisions are good or not, and whether our actions and words harm or benefit others. Character also determines a person's attitude, words, and actions. Therefore, someone who has good character will reflect integrity.

Every problem and success is rooted in character. History records that successful people have good character and integrity, while people who fail mostly have bad character. What is good character? Good character is the inner motivation to do what is right whether we like it or not so that every situation must come from the heart. Good character also does not recognize differences in age, status, race, education, gender, personality (Lestari, 2012).

### **C. Efforts to Explore Children's Spiritual Potential through Disciplinary Habits**

Discipline plays a key role in maintaining the rules and regulations that are necessary to create order and smooth living together. There are three types of discipline that need to be understood:

1. The first discipline is "Empiricalautomatic", such as when someone touches a very hot iron with bare hands, and immediately feels pain due to lack of caution.
2. The second discipline comes from society and the environment, having a social character that contributes to shaping one's behavior.
3. The third discipline is one that comes from oneself freely and consciously. It involves making a personal decision to live according to

set rules. Having self-control is key in achieving it. A person who wants to educate himself needs to fulfill five conditions: read well, pay attention or observe well, listen well, speak well, and have the ability to remember well (Lestari, 2012).

According to Tony Buzan in the book *guidance and counseling in schools*, the characteristics of children who have spiritual intelligence involve attitudes such as like to do good, like to help others, look for life goals, strive to be independent, participate in carrying out a noble mission, and feel connected to a certain source of strength (Azzet, 2010). There are several principles that can help in educating children's spirituality:

1. Oriented to children's needs: Learning activities should always consider the needs of children, especially in early childhood who require educational efforts to optimize their development.
2. Learning through play: Play is the main learning tool for early childhood. Through play, children are invited to explore, discover, utilize and draw conclusions about the surrounding environment.
3. A conducive environment: The environment should be created in a way that is interesting and fun, with attention to safety and comfort aspects that support learning through play.
4. Using integrated learning: Learning in early childhood should use the concept of integrated learning through interesting and contextual themes to arouse children's interest.
5. Developing life skills: Life skills development can be done through habituation, so that children learn to help themselves, be independent, take responsibility and have self-discipline.
6. Using various educational media and learning resources: Learning media can come from the surrounding environment or materials prepared by educators to attract children's attention.
7. Implemented gradually and repeatedly: Early childhood learning should be done gradually, starting from simple concepts and close to the child, by presenting repetitive activities.

These principles are important to note as they affect the quality of early childhood education. Avoid coercive and instructional approaches that can inhibit the creativity and dynamism of children's minds to develop exploratively.

According to Pane (2009), every parent dreams of their children's success, wanting them to be better, greater, and more successful than themselves. Conversely, no parent wants their children to fail and not have a bright future.

Children are considered a gift from the Almighty, and every individual who is given the gift of a child has the responsibility to love, guide, provide the best education, and fight for the welfare of the child according to their abilities. This is because children are considered an investment in the future of the family. According to Martin Luther (1483-1546), the family has the most significant role in children's education. Good examples and role models from parents can have a major impact on children's attitudes, while conversely, the lack of good examples and role models can have a negative impact on children's development. This principle is in line with the saying, "The fruit does not fall far from the tree."

For parents, there are some specific tips that can be realized to provide quality education in building children's intelligence. These tips include:

1. Setting an example: Parents have a great influence on early childhood. Parents' behavior and attitudes, including how they speak, behave and get along with others, will reflect on the child. Therefore, setting a good example is very important.
2. Making the home a garden of knowledge: The home is the primary place of a child's education. Involving children in reading activities and providing a family library can stimulate children's interest in reading. Providing computers for writing and creating can also train children to be skilled in technology (Masfufah & Darmawan, 2023).
3. Provide a vehicle for creativity: Every child has their own talents and strengths. Providing children with a space for creativity, such as playing computers, reading, writing, etc., can help them discover their greatest talents.
4. Avoid negative emotions: Negative emotions, such as anger, disappointment and offense, can have a negative impact on children. Emotional stability and the ability to handle problems with wisdom are essential in educating children.

5. Pray regularly: Although humans try hard, success does not depend solely on human effort. Praying sincerely and consistently can strengthen human spirituality and religiosity.

Every step in educating children requires wisdom, patience and sincerity. This is also in line with the principle that every child has uniqueness and value that needs to be respected and developed with care.

Educational institutions act as a medium to transfer knowledge, science, values and skills. Meanwhile, the social environment has a role as a place to actualize potential in achieving achievement (Mardikaningsih, 2014). Collaboration between educational institutions, families and communities has great potential to shape early childhood morally, intellectually, socially, spiritually and professionally. This collaboration can also form an integrated and high-quality education system. Each party has an important role in the early childhood education process.

Exemplary behavior is again the key to successful early childhood education. Exemplification has a significant role in shaping children's behavior, both positive and negative. Without realizing it, children will imitate their parents' behavior, social ethics, and daily activities. Everyday at home, parents often expect their children to do things like pray, behave well, be kind, and have a positive character. Unfortunately, sometimes parents do not give direct examples in front of their children. This imitation process occurs directly, without the need to be directed or explicitly taught. If the child sees actions and hears words that have an impact on him and gets a positive response from his environment, then he will imitate them. In children under 10 years old, this is referred to as imitation, while when it occurs in children who have grown up, it is referred to as identification.

Imitation is a temporary imitation that children do after observing the behavior, words, or attitudes of others. This imitation occurs when the behavior and words are considered interesting, fun, and give a positive impression on the child. Although imitation is brief and momentary, it can last if it gets a positive response or vice versa. A positive response is a response of acceptance from the environment, while a negative response is rejection from the environment. In general, children under the age of 5 tend to imitate unkind or abusive words, perhaps due to peer influence or even from their parents.

As a parent, it is advisable not to respond to your child's actions, whether they are positive or negative. Instead, ignore the action and set an example through kind words to eliminate the unwanted behavior. More importantly, avoid giving comments or prohibitions with force and pressure against unwanted words and behaviors. When giving explanations, try to avoid dialog, debate, or disagreement that could lead to misunderstanding (Asmani, 2009).

The process of imitation of children towards parents or individuals around them can be caused by several factors, such as the attractiveness of information, where interesting information will be noticed more quickly and children will try to imitate it. Interesting information is that which is not boring, not boring, and not a burden. Then, new factors can also trigger children's curiosity, which will then try new behaviors or words. Therefore, as educators, it is advisable to show good behavior and words by modifying words so that they seem new.

The consistency factor also plays an important role, where consistent behavior and words will attract children's attention to be emulated. In addition, effectiveness is also a determining factor, where actions and words that are pleasant and not boring will be memorable to children. This inference has a strong influence on children, so they will imitate with pleasure. These positive impressions also help form good habits in children so that they can reject unwanted behaviors and replace them with better imitations as adults.

In addition to the process of imitation, children also experience the process of identification, where they imitate the characters or traits of people they admire. Identification involves imitating the totality of behaviors that attract attention and make an impression on the child. The success of identification depends on the child's maturity in development and self-understanding obtained through education (Saraswati et al., 2014). Before identification, children need to pass the stage of maturity and self-understanding in their developmental period before the end of puberty.

Children tend to identify themselves primarily with their parents. If the parents' characteristics are not in line with the child's developmental patterns, they are likely to look outside the parents for examples or role models, creating an identification with someone or something outside the

family environment. This identification tends to become permanent, forming a strong inner bond between the identified and the identifier. The child who truly identifies will have a strong motivation to find an appropriate and acceptable figure in the process of forming himself. On the other hand, those who have released themselves from internal and external pressures and obstacles will find it easier to carry out the identification process according to their potential and abilities.

From this explanation, we can understand that early childhood education provides a golden opportunity to shape character, morality, knowledge, skills and life skills that are adequate for children's future growth and development. Therefore, cooperation between families, schools and communities is the key to success in providing quality education in early childhood. For families, the responsibility in supporting the success of early childhood education is enormous, considering that from the family the child starts the first step in the development process. Family dynamics and harmony play an important role in shaping a child's mindset, habits and outlook on a world full of competition, actualization and dynamics.

#### **D. Children's Spiritual Intelligence through Family Harmony**

Family harmony has a significant impact on the development of children's intelligence. Children who grow up in harmonious families tend to experience good intelligence development. In contrast, children raised in disharmonious families may face challenges in their intelligence development. Therefore, creating harmony in the family is key to supporting the development of children's spiritual intelligence (Painton, 2010).

Achieving a harmonious family is the dream of every individual, but realizing it is not easy. Family harmony is not always related to material wealth, luxurious houses, cars, or high-paying jobs. A harmonious family can emerge from a simple life, even when the house is rented, without a personal vehicle, and with limited income. The foundation of a harmonious family lies in peaceful relationships, love, mutual respect, and dependence on one another. These are the pillars of family life that must be built and maintained wholeheartedly.

A harmonious family is not only related to financial status, but how the family is built with full dedication, responsibility, and love that radiates

in every aspect of its life. Building a harmonious family is not an option, but a necessity. Domestic happiness, which is the main goal of every individual who builds a family, has a significant impact on the emotional development and even spiritual intelligence of children.

Children who grow up in harmonious families tend to have inner peace and joy. This plays a crucial role in creating an environment that supports the process of developing children's spiritual potential. They are taught good etiquette, get positive behavioral examples from parents, and form manners to parents and teachers while attending school. All of this starts with guidance and advice that is in accordance with the religious order.

Conditions of joy and happiness in the family become the foundation for children to develop intellectual intelligence and spiritual intelligence (Schein, 2013). Each family member, with moral support and willingness to share, plays an important role in the development of children's intelligence. Spiritual intelligence, as an inseparable currency of emotional and intellectual intelligence, determines a person's success and happiness. The willingness to share and support, especially in caring for children from an early age, is a key asset for them to develop their intelligence well, including intellectual, spiritual and local wisdom.

Spiritual intelligence is like a currency that is inseparable from emotional and intellectual intelligence. Spiritual intelligence determines a person's success and happiness. Spiritual intelligence awakens our awareness as caliphs on earth, contributing not only to ourselves but also to the sustainability of life around us. This spiritual intelligence demands that it is not only nurtured in adulthood, but needs to be integrated and trained from an early age in order to form a superior, well-mannered, and personable individual (Bhakti et al., 2019).

Therefore, childhood is a very important time in the development of spirituality. This period needs to be balanced with the intellectual and social development of children, by respecting and appreciating the uniqueness of each child. If this time is missed without attention, the challenges of the future may be difficult to face. Creating a harmonious family not only ensures success, but also provides a strong foundation for children's spiritual growth and development.

Amidst the challenges of an increasingly challenging future, attention to children's educational assistance has grown rapidly. In this context, improving children's spiritual intelligence has become more affordable, based on five important concepts. First, the importance of improving guidance on parenting, especially the role of the mother in providing direction and support. Second, there is a need to pay special attention to good parenting as a foundation for children's positive development. Third, parenting is seen as a major force that helps mothers improve themselves, both as parents and as individuals, so that they can explore their children's spiritual intelligence potential more effectively. Fourth, the importance of having a desire to improve the quality of children in terms of spiritual intelligence, emphasizing the need for commitment and passion to guide them towards better development. Fifth, the recognition that educational programs have a positive impact on improving the quality of a child's spiritual development, proves that investment in a well-rounded education can build strong character and spiritual intelligence.

All of these concepts are closely related to the role of family harmony in shaping children's character. Family harmony creates an environment that supports the consistent and effective application of parenting guidelines. In a harmonious atmosphere, special attention to good parenting can be realized, ensuring that positive values and family norms become the foundation for child development (Knafo & Schwartz, 2003; Spagnola & Fiese, 2007; Guerra & Bradshaw, 2008).

Good parenting, which is a major strength in a harmonious family, helps mothers and other family members to continuously improve themselves. It creates an environment conducive to unearthing the spiritual intelligence potential of children, ensuring that they grow up to be balanced and empowered individuals. In addition, family harmony also creates a shared desire to uplift the child in terms of spiritual intelligence. In an atmosphere of love and support, the family becomes an agent of change that provides motivation and direction for the child's positive development. Educational programs that are recognized to have a positive impact can also be implemented more effectively in a harmonious family, ensuring that educational efforts involve all family members. Thus, the role of family harmony becomes a strong foundation in shaping children's character and spiritual intelligence, creating a solid foundation for their future.

## Conclusion

By taking a spiritual approach to the exploration of children's intelligence potential, we can conclude that the integral development of children involves the spiritual dimension as an important component. Through a deep understanding of spiritual values, character building and family harmony, children can explore and optimize their intelligence potential in a deep and meaningful way. This approach is not just about intellectual enhancement, but also pays attention to the emotional, social and moral aspects in forming a balanced and empowered individual. By viewing children as spiritual entities, we open the door to empowering them to become meaningful individuals who contribute positively to society.

Children's education is not only the responsibility of schools, but also of families and communities. Family harmony, optimization of intelligence, and spiritual character building must support each other to create an environment that supports the growth of the whole child.

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