

HOME VISIT TO IMPROVE PARENTS' UNDERSTANDING OF CHILDREN'S MULTIPLE INTELLIGENCE

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ABSTRACT

This study aims to describe the procedures for implementing the home visit program for parents' understanding of the multiple intelligences of children at RA Ulul Albab Jember. The collection of data used in research is observation, interviews and documentation. Data analysis uses data source triangulation techniques and theory triangulation. Results The procedure for implementing the home visit program for parents' understanding of the multiple intelligences of children at RA Ulul Albab Jember consists of several stages, namely; (1) planning stage. This is done in order to minimize mistakes when carrying out home visits. (2) stages of home visit implementation. This stage is the core stage, namely the implementation of home visits to increase parents' understanding of multiple intelligences. (3) home visit evaluation stage. This stage serves to correct mistakes made during the home visit.

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INTRODUCTION

Early childhood according to the National Association for the Education Young Children (NAEYC) are children aged zero to eight years. According to [Pebriana \(2017\)](#) early childhood is called the sensitive period, the period that is most sensitive in receiving stimulation from the environment like a sponge that easily absorbs. The meaning of sponge can be interpreted as absorbing all information quickly. This information is then absorbed by the child to respond to the information so that good or bad information still has a good effect on the process of early childhood development. At this time, early childhood is very sensitive to various stimulations given by an optimal development. Stimulation is needed to stimulate according to the potential of children's intelligence so that early childhood is able to go through various processes in its development. [Latifah & Prasetyo \(2019\)](#) argue that there are various stimulations in

stimulating early childhood intelligence, one of which is the concept of intelligence using the multiple intelligences method.

According to Gardner, multiple intelligences is the ability to solve problems that occur in individual activities. Gardner argues that there are no stupid children, there are children who stand out in one or several types of intelligence ([Agustin, 2018](#)). Multiple intelligence in children is closely related to children's activities while at home. Understanding children's intelligence can make it easier for parents to develop their children's talents and potential from an early age. [Amka \(2020\)](#) said that in his research on the development of children's intelligence from the pipileman game using the multiple intelligence method, the result was that the pepileman game using this method could improve children's learning achievement. Another study from [Darmawan & Hilmawan \(2020\)](#) argues that children's intelligence, especially in the verbal-linguistic, logical-mathematical and kinesthetic aspects, can

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increase through learning based on multiple intelligences.

Every child has unique characteristics and is born with different potentials by having their own advantages, talents and interests. Usually the child's potential begins to appear at the age of 4-8 years depending on the speed of the child's development. At this age the formation of nerve cells in the child's brain begins to appear. Likewise, the child's body cells grow at a very fast pace in each period. The developmental stage in this period is very important for children to develop brain cells, because from birth brain cells do not increase until old age.

Aunio and Räsänen (2016) argue that the importance of an early age in children aged four years has the development of 50% of intelligence that has been achieved and 80% at the age of eight. Exploring the potential of children's intelligence is usually delegated by parents through schools. This is caused by the lack of understanding of parents on child development, parents who think that schools are fully responsible for child development. Most parents don't understand that children have different intelligences, so most parents force their children to excel in all fields. With this assumption, schools experience difficulties communicating in providing an understanding of children's intelligence and how to stimulate all parents, both because of parents' work, time and other things that can hinder direct communication between schools and parents.

These problems can be overcome by holding programs that are not only carried out at schools or in buildings, such as parenting so that harmony occurs through share and care with parents or guardians. With active and effective communication, it is certainly closer and warmer in order to build school and student development so that they can develop and excel. The school strives for children to develop their talents according to their intelligence. From some of the problems above, it is necessary to have a program in the form of a home visit.

According to Shanti (2020) the home visit program is a model of providing services for children and families. Services are

provided through a variety of programs in which there is a purpose and design. Despite the differences between programs, involving parents in services has been identified as key to the program's success in achieving the desired outcomes. One of the schools implementing the home visit program is RA Ulul Albab in Kaliwates, Jember Regency.

The home visit program at RA Ulul Albab, Jember Regency became the best program and won first place at the National level in the RA head category at the Ministry of Religion in 2018. The 2018 Madrasah Teacher Award and Education Staff Award was given for innovations carried out in schools by applying them to student guardians' homes with the aim of providing an understanding of multiple intelligences to parents. This home visit program is held every Saturday starting in 2016.

Through this home visit program, RA Ulul Albab develops school and children's achievements by conducting visits to parents' homes. In accordance with good planning and carried out by the school so that they can interact directly with parents or guardians of students either through interviews in order to build closeness between the school and parents so that they understand each other's characteristics and needs of children with the aim of being able to direct children to develop and excel. The home visit program is also expected to form a strong partnership between educators and families.

According to the results of an interview with the school principal at RA Ulul Albab Jember on June 8 2020, he explained that he had implemented this program since 2016. This home visit program was carried out by visiting the homes of student parents. The program aims to build friendship and increase intensity in communicating about child development. This program started when the school held a meeting of parents, both meetings, program outreach and parenting, but parents tend not to all be able to attend for various reasons. Therefore, the Head of RA Ulul Albab Jember tried a new program in developing children's intelligence through home visits

LITERATURE REVIEW

Theory of Multiple Intelligences

The theory of multiple intelligences (multiple intelligences) was discovered and developed by Howard Gardner, a professor of education from the Graduate School of Education, Harvard University, United States. Howard Gardner states that intelligence is the ability to solve problems or create products in a cultural and societal environment (Gardner, 2000). Intelligence is an ability to learn from an experience that has been experienced before and to adapt and relate well to the surrounding environment where a person is able to handle the problems at hand, relate well to other people and manage personal life with others (Medicine, 2018). Meanwhile, according to Sternberg (2018) defines intelligence in various ways such as when someone is doing an analysis, then that person will use the concepts of skills, abilities, abilities, operations, factors to processes. (Van Der Maas, 2017) argues that intelligence is an ability to solve problems. Intelligence is related to thinking power and cognitive development.

Home Visit

Home visit is an effort to detect an educational counselor in the cause of personal problems experienced by children related to decreased academic grades through visiting children's homes and interviewing their parents so as to obtain more accurate data (Kim & Wong, 2020). Meanwhile, according to Kuperminc et al., (2020) a home visit is an activity of assisting children by visiting the place where the child's parents live so as to create closeness between the school institution and the child's parents in developing their potential. Home visits can also be made to children who do not have academic problems with the aim of reducing the negative impact during the child's learning process.

Home visit activities need to be carried out by every school (Handayani & Hidayat, 2018). This is because when the counseling process is carried out by visiting the place where the child's parents live, the teacher will get information or data to solve the problems faced by the child. This data can include household conditions, parental

background, learning facilities at home, relationships between families, and other habits of students while at home.

Home visit activities are usually carried out by school institutions to obtain additional data regarding children's behavior at home. This activity prioritizes finding solutions with children's parents regarding student problems while at school (Handayani & Hidayat, 2018). Parents who are directly involved in this matter make it easier for school institutions to develop children's interests and ensure school quality. Therefore, this activity needs to be carried out because parents and institutions must have the same perception when dealing with children's academic problems while at school. So that in the future a child who has a good personality is created and educational institutions can minimize the existence of academic problems that a student has

METHOD

The approach taken in this research is qualitative. The type of research used in this research is a case study. This research was conducted at Raudhatul Athfal (RA) Ulul Albab Kaliwates, Jember Regency. Data sources in this study include human data sources and non-human data sources (Sobri 2017). In this study, researchers used data collection methods including: 1). Observation, 2). Interview, and 3). Documentation.

RESULT AND DISCUSSION

Procedures for Implementing the Home Visit Program for Parents' Understanding of Children's Multiple Intelligences in Ra Ulul Albab Jember.

The data presented are in the form of interviews, observations and documentation about the home visit program in order to broaden the parents' insight into multiple intelligences. The results of the first interview were conducted to the RA Ulul Albab school principal which included several things, namely:

1. Background of the Implementation of Home Visits on the multiple intelligences of children at RA Ulul Albab Jember

Home visit is a counseling service provided by a teacher to a student either in the form of a

consulting service on lessons learned or overcoming a problem.

Home visit at each school usually has a difference in the background. This background is important because at the time of implementation usually the parents of students who are critical will ask about this. The following is the result of an interview with the head of the RA Ulul Albab school regarding the background to the implementation of the home visit program on the multiple intelligences of children at RA Ulul Albab Jember, he said:

"First, we want to provide optimal service to parents. Seeing around RA Ulul Albab there are many other TK/RA competitors, RA Ulul Albab is innovating how we have more selling power so we have to have more service. Second, because most of the parents work, especially since the location of RA Ulul Albab is in urban areas, most of the parents have careers and when invited to a meeting, many do not attend. When I wanted to talk about the school program and child development, many were not present, but sometimes the assistants were there. Finally we made "what if we pick them up or we come to them?" Only when we arrived, most parents were confused, why did my child come? Finally we get all our kids to come to his house. In general, only people with problems go to home visits, here we give an explanation to parents that the teacher does not have to come with a problem. When all were visited, it turned out that there were many solutions regarding children's problems and their input to school. So there will be communication between parents and the school."

This background certainly has a strong foundation. This is inseparable from the people involved in it. Respondents were then asked about who was involved in preparing the home visit program planning at RA Ulul Albab Jember and what plans/designs were prepared in preparing the home visit. He replied:

"Those who are directly involved are the principal and teachers, but indirectly the parents of students are also involved. The design starts with the preparation of an educational calendar and records the number of children in all groups. The school has provided multiple intelligence

instruments which are attached with several questions".

Apart from that, they were also asked about any designs that were designed to help parents understand multiple intelligences. The answers given by the principal to some of these questions were:

"First we identify how many children will be visited, then we allocate approximately one year how many Saturdays there are. We have the program every Saturday, so if there are 80 children, we will distribute it every Saturday, which will be effective. The third is determining the schedule according to the academic calendar".

Based on the explanation of the principal above regarding the background of the home visit program, it can be seen that the urgency of students for their personalities is also supported by the problems of student parents who are busy making it difficult to communicate when called to come to the office so that a forum for teachers and student parents to work together to communicate learning outcomes is formed. In addition, student guardians are also informed about the multiple intelligences possessed by students so that in the future students will not experience problems in their growth and development and the desired interests..

2. Purpose of Implementing Home Visits at RA Ulul Albab Jember

After tracing the background of the home visit program at RA Ulul Albab, interviews were then conducted regarding the purpose of the home visit. The following are the results of interviews with the principal regarding the purpose of having a home visit conducted to the parents of RA Ulul Albab students. He said that:

"There is effective communication between parents and schools. In the home visit instrument, there are several questions, for example, what is the purpose of sending their children to RA Ulul Albab? Has the goal been achieved or not? There you can see the excavation of parents' intentions to send their children to RA Ulul Albab, for example, I want my child to be good at religion, we ask again "Have you achieved your goal so far?" if it is achieved, Alhamdulillah, if there is something that is not achieved, we will dig it up. So the first goal is for children to have effective

communication between parents and the school and the second goal for parents to send their children to RA Ulul Albab is achieved, the teacher follows up on the parents' goals.

Based on the results of the interview above, the purpose of implementing home visits at RA Ulul Albab is as an effective means of communication between student parents and the school regarding various problems and achievements of students. Next is to follow up on the original purpose of why the parents send their children to RA Ulul Albab

3. The Process of Integrating Multiple Intelligences on a Home Visit at RA Ulul Albab Jember

Integration of multiple intelligences at home visits needs to be done, because seen from the background and objectives of the home visit are very closely related to multiple intelligences. The concept given by the school principal regarding home visits is also in the form of an effective consultation program between student parents and the school related to children's multiple intelligences. For more details, the following is the result of an interview with the school principal about the integration process between multiple intelligences and home visits at RA Ulul Albab Jember. He said that:

"During the implementation of the home visit there is an interview, through the interview we know what the child's interests are at home? Usually from interest meets talent. This child, for example, likes to play bicycles, which means he has the talent for kinesthetic intelligence. When parents complain that my child can't read but my child is good at riding a bicycle, well actually riding a bicycle means he has intelligence.

Finally we communicate again and we direct them to extracurricular activities at school, for example drumband, taekwondo. So we invite parents to communicate about understanding children's talents. For academics it will follow, but we will still handle it, because we have instruments and interviews with parents there to find the talents and interests of children who will later find out if this child is superior where is his intelligence. There are 2 stages to filling in the intelligence instrument, the first is at the

beginning when he enters RA which is done collectively, parents are asked to fill in the instrument through the Google form, the second is during the implementation of the home visit program before going to SD/MI. There at least it helps parents to direct them to schools which suit their children's talents. Usually, after going to school at RA Ulul Albab, the child will appear to have honed intelligence, for example, if the child is physically superior in motor skills, but the child is quiet, it means that the child is still introverted, so handle it like this and give understanding, continue to provide solutions by sending children to schools where they don't need many friends. Later, after the child graduates, help parents to think where my child is suitable for school, right? Because we can't force this child to be there while the child is closed, communication with other people is not possible. Don't force this child to go to a school with lots of friends, so we direct and assist parents to choose a school."

Based on the results of the interview above regarding how to integrate multiple intelligences into home visits, then it is necessary to ask about the efforts that need to be made to develop children's multiple intelligences. He replied:

"With extracurricular activities at school. If at school there are many extracurricular programs there, it can develop children's talents. Second, there is multiple intelligence-based learning. So every time our learning is based on practice to develop children's intelligence."

Apart from that, the role of the school in the extracurricular program is very important in developing the multiple intelligences of RA Ulul Albab's children. However, this development must also be supported by the effectiveness of the home visits that are carried out and the synergy of all related parties in the school environment, especially the teachers involved in the home visits. So, it is also necessary to know whether the teacher always reports the results of home visits to the school principal. He replied:

"They did not report because the school principal and all teachers attended home visits but were still recorded in the home visit book and documented."

4. Implementation of the Home Visit Program to Increase Parents' Understanding of Children's Multiple Intelligences

The multiple intelligences described by Howard Gardner consist of nine intelligences. Intelligence is intelligence. Linguistics, mathematical logic, musical, naturalist, spiritual, visual spatial, interpersonal, intrapersonal and kinesthetic. However, in the implementation of the home visit conducted by RA Ulul Albab did not apply it as a whole. The number of multiple intelligences that will be applied to the home visit program and the relationship between the home visit program on children's multiple intelligences is based on the results of interviews conducted with Tutik Rahayu in the form of:

"The 8 multiple intelligences, there are kinesthetic, linguistic, mathematical logic, musical, naturalist, spiritual, visual spatial. For intrapersonal and interpersonal intelligence, we continue to develop it every day so that children are able to master this intelligence more. The relationship between the home visit program and the multiple intelligences of children is related to each other, when they are at the home visit, the child's interest in the house is visible. When interviewing parents there, you can better understand what children are like at home and at school."

Slightly different from the answers above, Dian Rofikoh and Lutfi Naimah explained more about the relationship between the home visit program on children's multiple intelligences in the form of synchronization in filling out the questionnaire and observations made by RA Ulul Albab teachers prior to the home visit. The details of the answers obtained are:

"Types of multiple intelligences according to Howard Gardner's theory, there are 9 intelligences. Linguistics, mathematical logic, musical, naturalist, spiritual, visual spatial, interpersonal, intrapersonal, kinesthetic. But if interpersonal and intrapersonal are not included in the questionnaire because these abilities are related to oneself and others in everyday life. So if what is developed in learning and extracurriculars, there are 7 intelligences. The relationship between the home visit program and the multiple intelligences of children is related to each

other, because during the home visit the parents have filled out a questionnaire consisting of several questions to find out the habits of the child at home, from the child's habits, the multiple intelligences possessed by the child will be found.

Next is about the allocation of time given for the implementation of home visits to increase parents' understanding of children's multiple intelligences. This time allocation functions as a time keeper for the home visit activities carried out, so the teacher is also required to carry out the home visit as efficiently as possible. The answers given by Tutik Rahayu and Dian Rofikoh Permatasari are almost the same, namely:

"The number of group B, for example, there are 80 children, then we calculate the duration of time. Usually on Saturday, we visit 2-3 children, depending on the distance to the children's house, with a time of 5 hours from 08.00-12.00 WIB, then divide by the number of children. If the house is far away, 2 children are enough, if it's close, it can be 3 children. So per child it takes at least 1.5 hours to 2 hours but it's also the same journey."

The implementation of the home visit based on the answers above has a maximum period of 5 hours which is divided into several houses. Unlike the two respondents, Lutfi Naimah answered more briefly in the form of:

"About 2 hours but that's still cut by the way we go to parents' house. When carrying out a home visit the teacher does not only do it to one person or house, but can do 2-3 houses so the children in counseling can be up to 2-3 children."

The conclusion from the timeframe of the home visit conducted by the RA Ulul Albab teacher was 2 hours per house. Teachers are required to be able to carry out home visits properly with this limited time. After that, the teacher was also asked about the impact of the home visit program on multiple intelligences in children. The answer to the impact of this home visit is of course different from that given by the student's guardian. The basic difference is that the teacher focuses more on the process while the student's parents are more concerned with the implementation at home. The details of the answers given by Tutik Rahayu are:

The impact is very visible, if the teacher informs parents, for example, children are more

likely to be intelligent in mathematical logic, but in linguistic intelligence this child is lacking. So here, parents know what their children are lacking and continue to hone it so that children are able to master this intelligence, for example by being invited to tell them about today's activities at school. And there are also many programs at the school that get input from parents too.

The next answer is from Lutfi naimah and Dian rofikoh Permatasari. The answers given are similar but more detailed. He replied:

"From the number of children in RA Ulul Albab, after grouping them, 38 children have linguistic intelligence and the development program is English and Arabic kids, 24 children have visual-spatial intelligence and the development program is drawing and coloring, 14 children have logical-mathematical intelligence and development programs. is arithmetic, 23 children have kinesthetic intelligence and the development program is outdoor activity, 14 children have interpersonal intelligence and the development program is social activity and kids canteen, 12 children have intrapersonal intelligence and the development program is ubudiyah habituation, 15 children have music intelligence and the development program is drumband, 10 children have naturalist intelligence."

5. Evaluation of the implementation of the home visit program to increase parents' understanding of children's multiple intelligences

Evaluation is a process of assessing a case based on the objective criteria that have been formulated. An important evaluation is carried out after carrying out a home visit. The evaluation function is as a means of improving the home visit activities that have been carried out. The following is an explanation of the data from the evaluation results of the home visit to increase parents' understanding of multiple intelligences and when to carry out the evaluation. Tutik Rahayu and Lutfi Naimah replied:

"Yes, every teacher conducts a home visit program, we always record in the home visit book about parental complaints and child development. Before carrying out a home visit, the teacher holds a meeting first regarding the development of children at school and seeks solutions among fellow

teachers. Then during the home visit when parents tell about the development of children at home. Here the teacher directly evaluates the child's development and seeks solutions together and adds direction from the school principal."

The evaluation obtained from the statement above is through the results of notes on student parents' complaints when carrying out home visits. After that, hold a meeting with the teacher's board to overcome these problems. Similar to the answer above, then the results of the interview with Dian Rofikoh Permatasari. He replied:

"Yes, because if the teacher has carried out a home visit, there will be a record of the child's development while at home. So here the teacher evaluates the child's development while at school and at home. Each home visit the teacher evaluates the child's development. So that children's development can be directed according to their abilitiesnya."

The two answers above were similar because when discussing the evaluation the three respondents answered that the evaluation was carried out based on the complaint notes submitted by the student's parents during the home visit. Next, the complaint is discussed at the teacher's council *wapat* and the solution is conveyed back to the student's guardian. However, the home visit at RA Ulul Albab also implemented a quarterly evaluation to evaluate the results of the home visit. This evaluation is in the form of a short discussion with the teacher council, the result of which is an update of the process or instrument used. Another question that was submitted to the respondents was regarding the efforts made as a follow-up in maximizing the home visit program in order to be able to develop children's multiple intelligences. Tutik Rahayu says that:

"The principal and teachers are constantly looking for ways to keep home visits going and parents don't feel burdened or bored about these home visits. In the past, home visits were just visits to the house and continued to recite the Koran together at the parents' house, then the principal looked for ways to make home visits more useful for parents. And we continue to evaluate what the shortcomings of the home visit program are, there can also be

input from parents or the school continues to try to innovate in this home visit program."

The answers above focus on events so that parents don't get bored with the home visits being carried out. This answer is the same as that given by Dian Rofikoh Permatasari and Lutfi Naimah, but with a shorter editorial, namely:

"Our efforts as teachers continue to be enthusiastic about participating in the home visit program so that it continues every week so that children's development can also be monitored properly".

Based on the results of the research, it is known that the discussion obtained is in the form of (1) Joint meetings discussing home visit schedules, this meeting functions as a synchronization of thoughts between the principal and several teachers before starting a home visit at parents' house. According to Shofa, (2020) briefings before home visits can ease the problem of differences in thinking between teachers in the pre-home visit process. From Elviani, (2017) also mentioned that a joint meeting discussing the schedule of home visits is important to do, because it can make it easier for the teacher to arrange an appropriate schedule. (2) Home visit letter, this letter functions as a formal administrative facility between the home visit organizer and parents, so that parents are not surprised when they are visited without clear administration.

(3) the material for home visits is taken from the results of fingerprint detection, then notes on observations of children at school and observations of parents at home through multiple intelligence instruments. Home visit materials are made based on prior research so that the contents are in accordance with the existing reality. Sener & Çokçaliskan, (2018) explained that in their research, qualified material can increase the attractiveness of parents to home visits. Strengthened by Sulistyana, (2020) that well-prepared material can make it easier for teachers to convey problems that children have when carrying out home visits. (4) implementation of the home visit program for parents' understanding of multiple intelligences.

The results of these activities are also used as material for home visit activities. The time allocation for carrying out home visits is 2 hours per child, however, it can still change when more or less of the main issues are discussed. Home

visits are held from 08.00-12.00 on Saturdays. The process of carrying out a home visit consists of several stages. The first is the opening stage (Park & Paulick, 2021). This stage is the process of the principal in making remarks. Next is the core stage of the home visit. This stage contains an explanation of the results of observations made by the teacher regarding the development of children at school.

(5) Stages of discussion. This stage aims to find out the various activities carried out by children while at home and then synchronized against the data obtained by the teacher. As was done by Makaria, (2018) and Roggman et al., (2016) in their research, the discussion stage is the stage of obtaining solutions in carrying out home visits to solve problems that occur in children, especially when they are at school. (6) evaluation of child development. This evaluation functions as monitoring and maintenance of children's development while in school. According to Roggman et al., (2016) evaluation of child development in home visits needs to be conveyed, because this is the essence of overcoming children's problems, especially when they are at school. A similar opinion was also obtained from Wright et al., (2018) that evaluation of children's development during home visits aims to provide reports and solutions based on various problems children experience while at school.

CONCLUSION

The procedure for implementing the home visit program for parents' understanding of the multiple intelligences of children at RA Ulul Albab Jember consists of several stages, namely; (1) planning stages. This is done in order to minimize mistakes when carrying out home visits. (2) stages of home visit implementation. This stage is the core stage, namely the implementation of home visits to increase parents' understanding of multiple intelligences. (3) home visit evaluation stage. This stage serves to correct mistakes made during the home visit.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

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