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Description of the Intelligence of Elementary School Children in the Digital Era

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Abstract

The development of digital technology has had a profound impact on primary school children' lives, changing how they think, learn, and interact. The purpose of this essay is to clarify the many types of intelligence that primary school pupils display in the digital age and how technology affects their cognitive growth. The article uses a literature review methodology to analyze theories of intelligence and child development as well as research findings about elementary school kids' use of technology. According to the analysis, student intelligence is growing more varied in the digital age, especially when it comes to digital, logical-mathematical, and visual-spatial intelligence. However, issues with focus, socioemotional abilities, and dependence on technology emerge. This essay highlights how important it is for parents and educators to help youngsters develop their intelligence in a more balanced way.

Keywords Intelligence of Elementary School Children, Digital Era

INTRODUCTION

Many facets of daily life, including education, have changed as a result of the development of digital technology in the modern period. The elementary school pupils of today are part of a generation that has grown up with gadgets, the internet, and other digital media. They are used to playing games, viewing movies, and conducting fast information searches—whether for amusement or education. As a result, they learn, think, and interact differently from earlier generations. This fast-paced, visually engaging digital world provides a unique learning opportunity that may impact their intellectual growth.

As the basis for a child's capacity to understand lessons, adjust, and solve issues, intelligence is vital in the field of education. Many people have long believed that IQ is only related to literacy or numeracy abilities. Nonetheless, contemporary theories, like Gardner's

Multiple Intelligences, contend that intelligence is complex and includes kinesthetic, naturalist, linguistic, logical-mathematical, musical, visual-spatial, interpersonal, and intrapersonal intelligences. The emergence of digital technology has had a unique and accelerated impact on the development of these intelligences, especially logical-mathematical and visual-spatial skills, which are often refined through educational games and digital media.

Numerous studies show that in this digital age, technology can improve primary school students' critical thinking, creativity, and problem-solving capabilities. For example, youngsters can more easily visualize abstract topics using interactive learning apps, and they can develop logical thinking and planning skills through strategy games. Additionally, a new type of intelligence called "digital intelligence" has surfaced, which describes a child's capacity to communicate on digital platforms, understand digital information, and use technology sensibly. These encouraging advancements do, however, come with drawbacks. Some kids find it difficult to stay focused, their social skills deteriorate as a result of excessive gadget use, or they grow too reliant on digital devices.

This phenomenon demonstrates that digital technology has two interconnected sides. On one hand, technology can be a highly useful tool for optimally supporting a child's intellectual development. On the other hand, unsupervised gadget use can lead to negative effects on social-emotional development, natural creativity, and the ability to learn independently. Therefore, the role of parents and teachers is crucial in guiding the wise use of technology. This guidance involves setting time limits, selecting age-appropriate content, and ensuring that children continue to develop other forms of intelligence through non-digital activities—such as playing outdoors, reading physical books, or interacting face-to-face with friends.

Acknowledging the importance of this issue, the purpose of this essay is to provide readers a better understanding of the different types of intelligence that elementary school pupils possess in the digital age. The article uses a literature review methodology to examine study findings on elementary school pupils' use of technology as well as theories of intelligence and child development. Its main goal is to explain how children's intelligence grows in the digital age and how technology affects this growth in both positive and negative ways. It is intended that with this knowledge, educators, parents, and educational institutions would be able to create lesson plans that better suit the needs of kids from the digital generation.

METHODS

This study uses a literature review strategy in conjunction with a descriptive qualitative method. A literature study is a method for gathering data and information that involves analyzing written materials to comprehend how elementary school pupils' intellect and cognitive skills have developed in the digital age. This method comprises collecting information on the study topic from a variety of written sources, including academic journals, reference books, and reliable online literature. This strategy was chosen because the problem being studied necessitates a thorough

comprehension of theories of child development, conceptions of intelligence, and previous research findings about how digital technology affects learning. The researcher can provide a thorough description of the phenomena based on current research findings by doing a literature review.

FINDINGS AND DISCUSSION

Intelligence Definitions

The Latin phrases *intellectus* and *intelligentia* are the source of the English word "intelligence," from which the English word "intelligence" is derived. Spearman and Wynn Jones first proposed the idea of intelligence in 1951, expanding on an earlier concept of a faculty that may support human reason in the search for genuine knowledge. Super and Cites describe intelligence as the capacity to learn from experience or adjust to one's surroundings; humans interact and live in complicated situations that call for adaptive abilities.[1]

M. Dalyono defines intelligence as a general capacity to adjust to circumstances or issues, encompassing a variety of psychological characteristics like abstract reasoning, mechanical and mathematical thinking, comprehension, memory, and linguistic skills. Another definition of intelligence is an innate capacity that allows a person to behave in particular ways. Additionally, it encompasses the abilities required to solve problems that call for comprehension and the application of symbols—essential, considering that humans are continuously confronted with issues that must be resolved in order to attain life balance. In the field of educational psychology, intelligence is regarded as one of the main variables affecting the process of teaching and learning. According to Jean Piaget, there are four primary phases in an individual's intellectual development: sensorimotor, preoperational, concrete operational, and formal operational. This procedure shows how a student's intellectual capacity changes as they become older and have more educational experiences.

The practice of education is significantly impacted by an understanding of intelligence. Teachers can use a variety of strategies based on the intelligence kinds of their students. For example, children with kinesthetic intelligence can learn through hands-on activities, whereas students with linguistic intelligence are best served by text-based learning and conversation techniques. The following are some characteristics of intelligence:

1. Adaptive in nature: intelligence allows a person to adapt to different situations. This implies that bright people are able to use their brains flexibly to deal with

[1] shilphy A octavia, *profesionisme guru dalam memahami perkembangan peserta didik* (Deepublish, 2021), 225:56.

novel issues or circumstances. They are able to modify their methods or ways of thinking according on the circumstances they encounter.

2. Associated with learning capacity: People who are smart in a certain area usually pick up new ideas in that area faster. They have an easier time learning new skills, assimilating knowledge, and adjusting to changes in their field of expertise.
3. Making use of previous knowledge: Being intelligent involves more than just learning new things; it also involves using one's past experiences and expertise to comprehend or resolve novel issues. Put another way, intelligence makes it possible for someone to relate what they already know to novel circumstances.
4. Involving numerous mental processes: Attention, memory, logic, language, and problem-solving are just a few of the mental skills that interact to produce intelligence. These interrelated systems work in intricate ways to generate behavior that is regarded as intelligent.
5. Affected by culture: Different civilizations have different ideas about what constitutes intelligent behavior. In one civilization, an action may be considered a sign of intellect, but not in another. As a result, the idea of intelligence is influenced by regional cultural norms and values rather than being wholly global.

As a result, intelligent behavior and reasoning rely on prior knowledge. Learners are more likely to behave intelligently if they have more knowledge about their surroundings and the activities at hand. As a result, intelligence is not always fixed or unchangeable; rather, it can be altered via experience and education.

An essential component of human development is intelligence. In general, it can be defined as a person's ability to think, understand, solve issues, adjust to their surroundings, and use knowledge to effectively direct their actions. David Wechsler defines intelligence as the capacity to comprehend one's environment, develop self-awareness, and make use of one's strengths to overcome life's many obstacles. This is a universal quality that all humans possess.

An individual's capacity to learn from experience, comprehend and adjust to their surroundings, use prior knowledge, and successfully resolve a variety of issues is referred to as intelligence.[2] Thinking, reasoning, remembering, understanding, and making decisions are all included in this definition of intelligence. Intelligence is a key advantage for every kid and adolescent as they navigate the future. According to psychologists, intelligence encompasses the ability to solve problems, define and attain goals, and adapt to and locate oneself within one's environment.[3] Therefore, a youngster is deemed intelligent if they are able to think and comprehend conceptually,

[2] Inayah Uzmah M Toher, *MANAJEMEN SUMBER DAYA MANUSIA* (PT. Sonpedia Publishing Indonesia, 2025), 75.
[3] Mariah, *KECERDASAN SOSIAL SISWA BERKEBUTUHAN KHU*

solve problems in life, pick up new skills, and adjust to their environment.

Intelligence Types

1. Linguistic and verbal intelligence

   This is the capacity to express ideas and comprehend the words of others through language, whether it is one's own tongue or a foreign one. Because it includes the capacity to speak, write, and understand multiple languages, this kind of intelligence is frequently referred to as verbal intelligence. Individuals possessing this intellect are skilled at persuading, influencing, debating, entertaining, and instructing others through language
2. Intelligence based on logic and mathematics

   This is the capacity for rational thought, pattern recognition, and rule comprehension. Through methodical and controlled investigation, it entails the ability to identify patterns, classify objects, and recognize connections between objects or symbols. It is also referred to as logical or reasoning intelligence. It is the basis for dealing with numbers, amounts, and other mathematical operations, as well as for solving problems by understanding cause-and-effect concepts. People with this kind of intelligence are usually curious, like to calculate, and enjoy doing experiments.
3. Spatial and visual intelligence

   This speaks to an individual's capacity to understand shapes, visuals, and spatial visualizations. People with this kind of intellect like to think in terms of pictures, and they learn best with visual aids like movies, pictures, videos, or physical model demonstrations. Since they may express themselves through artistic endeavors like painting, sculpture, or drawing, they typically appreciate them. They are also quite good at deciphering diagrams, reading maps, and completing jigsaw puzzles. Because it includes the capacity to "capture" the world through visual imagination, comprehend one's own position within a space, and visualize the shape and spatial dimensions of objects, this intelligence is also known as spatial intelligence.
4. Kinesthetic-bodily intelligence

   This is the capacity to construct or alter objects with one's hands and to convey thoughts and emotions with one's body. People with this kind of intelligence usually have a strong sense of bodily awareness and are extremely sensitive to body movements. They are adept at using gestures, body language, and other physical expressions to communicate. Because of their exceptional motor skills, they frequently pick up new skills by first watching a movement and then mimicking or practicing it.

5. Intelligence in music

   This describes a person's capacity to comprehend and process musical aspects, including hearing, identifying, recalling, and adjusting different tonal patterns. Individuals with this kind of intellect are usually more sensitive to music; they can recall songs or melodies with ease, identify distinct timbres, and discern between different rhythms and musical patterns. In people with high intellect, learning to play an instrument tends to come more simply and spontaneously. Additionally, the ability to comprehend, compose, and play music is included in musical intelligence. Additionally, experts agree that music can promote the growth of intelligence and increase brain activity.

6. The ability to interact with others

   This is the capacity to recognize overt and covert social cues and modify one's communication style according to the circumstance and the other person. Because they understand the value of empathy, attentiveness, assertiveness, and the capacity to communicate their own wants and desires, people with this kind of intelligence are usually skilled at forming relationships. They also understand when to take the lead, when to follow, and how to work well with those who communicate differently. The ability to engage meaningfully with others is a component of interpersonal intelligence; it extends beyond simple dialogue or narrative to include an awareness of the feelings and thoughts of others as well as the capability to react with suitable empathy.

7. Intrapersonal intelligence

   This is a person's capacity for in-depth self-awareness, which helps them deal with, prepare for, and resolve a variety of personal problems. Individuals with this kind of intelligence usually have a high degree of self-awareness and are able to articulate their goals in life, both now and in the future. They frequently choose working alone on assignments or projects since it makes them feel more at ease and concentrated. This does not imply that they are averse to interact with others; rather, they typically need time for introspection and solitude. They frequently take time to reflect on who they are, what they want out of life, and why they are here. When there are no significant obligations, such as school or extracurricular activities, people may decide to spend a lot of time at home since they feel more at ease in their personal space.

Issues with elementary school pupils' intelligence in the digital age

Primary education has been significantly impacted by the global shift to the digital age, which has drastically changed the educational landscape. Digital technology

integration has enormous potential to improve academic quality and maximize critical social skills for the twenty-first century, but it also presents complicated new obstacles.[4] These difficulties are as follows:

1. Modifications to cognitive processes and learning styles
   By facilitating a move toward more individualized learning and offering quick, unrestricted access to knowledge, digital technology plays a crucial role in enhancing pedagogy. Additionally, incorporating interactive media has been successful in improving students' comprehension of difficult ideas and increasing their drive to learn. However, these possible advantages are offset by serious risks; students who use digital devices excessively frequently have shorter attention spans, cognitive overload, and poorer self-regulation skills—all of which call for a cautious approach to implementation.[5] People that use technology extensively frequently show a high degree of flexibility to changes in their surroundings and advances. However, this trend is also accompanied by possible challenges with information analysis and assimilation that are marked by a high level of cognitive complexity.[6]
2. Gaps in Teacher Competence and Infrastructure Teachers' pedagogical proficiency with digital tools and school infrastructure preparation are the two main pillars that determine how well technology integration works in educational settings. In actuality, a lot of elementary schools still struggle with inadequate internet access and a lack of necessary gear. Additionally, teacher training programs are severely lacking, especially when it comes to the utilization of learning materials based on artificial intelligence (AI). These differences in competencies and resources have the potential to increase the educational quality gap between schools, resulting in unequal learning opportunities for students that require immediate attention through strategic investment and policy.
3. Emotional and social effects Students' social-emotional development is greatly impacted by the digital age. Increased use of digital media, frequently with little in-person connection, runs the risk of undermining basic abilities like empathy, teamwork, and interpersonal communication. Additionally, this circumstance

[4] Fajar Dwi Mukti, "TRANSFORMATION OF EDUCATION IN ELEMENTARY SCHOOLS: UTILIZATION OF ARTIFICIAL INTELLIGENCE-BASED LEARNING MEDIA IN THE DIGITAL ERA," DIRASATUL IBTIDAIYAH 3, no. 2 (2023): 229–40, https://doi.org/10.24952/ibtidaiyah.v3i2.10200.
[5] Simian Huang, "Impact of Children's Digital Device Usage on Their Cognitive Function: A Comprehensive Literature Analysis," Lecture Notes in Education Psychology and Public Media 26, no. 1 (2023): 137–42, https://doi.org/10.54254/2753-7048/26/20230879.
[6] Irina Luchinkina, "Cognitive Strategies of Behavior of Primary School Children in the Digital Environment," 25 November 2020, 1519–27, https://doi.org/10.3897/ap.2.e1519.

increases the likelihood of developing a device addiction and social isolation. Therefore, to guarantee healthy emotional development within the digital ecosystem, structured pedagogical interventions are needed, including psychosocial support and character-strengthening initiatives through the development of critical traits like resilience and responsibility (self-discipline).

4. The significance of AI and digital literacy It has been determined that knowledge of artificial intelligence (AI) and digital literacy are critical, necessary skills for the twenty-first century. A curriculum that incorporates coding, AI principles, and the utilization of educational applications has a lot of promise to foster creativity, improve students' problem-solving abilities, and improve their overall preparedness for the complexity of upcoming issues. Despite these obvious advantages, unequal technology infrastructure and stakeholder opposition to change frequently seriously impede the execution of such efforts.
5. Strategies for Collaboration and Solutions The government, schools, educators (teachers), and parents must work closely together to address the complicated issues brought about by the digital age. The remedies that are suggested must be multifaceted, including the development of contextual curricula to successfully incorporate technology, the strengthening of ongoing teacher training programs, and the equitable enhancement of digital infrastructure. Additionally, it is essential to engage in pupils' character development and digital literacy. All things considered, a comprehensive and flexible strategy is needed to guarantee that this digital transformation process actually promotes the best possible development of students' brains and skills.

Intelligence's Beneficial and Harmful Effects on Elementary School Students in the Digital Age

Digital technology's explosive growth has acted as a key catalyst, drastically altering the educational landscape, especially in elementary schools. In this regard, the idea of intelligence—which includes both conventional cognitive intelligence and newly developed digital intelligence—has developed into a crucial factor that profoundly affects the dynamics of the teaching and learning process. Artificial intelligence (AI) and digital technology integration at the elementary school level provide significant prospects to improve learning quality and educational customisation. However, in order to assure successful and moral execution, the use of these technologies also brings with it complicated new challenges that need to be recognized and foreseen.[7]

[7] Fajar Dwi Mukti, "TRANSFORMATION OF EDUCATION IN ELEMENTARY SCHOOLS: UTILIZATION

The improvement of students' soft skills, particularly critical thinking, creativity, communication, and teamwork, is a clear indication of the transformative power of intelligence in the digital age. Additionally, incorporating technology and artificial intelligence (AI) into the learning environment makes it possible to customize adaptive content according to each student's needs and abilities, speeds up information access, and makes learning more dynamic and interesting. Additionally, this contact naturally gives pupils basic digital abilities, which are essential for fulfilling the expectations of the 21st-century workplace.

Beyond the cognitive domain, pupils' social skills are greatly enhanced by the usage of digital technology. Students can effectively learn about collaboration and cross-border communication while also developing empathy for their peers thanks to the use of collaborative platforms and digital media. These virtual interactions are crucial for producing a generation of young people who are not only exceptionally intelligent but also have great social skills, which are vital for both achieving personal achievement and contributing positively to society.

Digital technology has many benefits, but these must be weighed against the potential drawbacks. Overuse of technology can seriously impair pupils' ability to think critically, inhibit their creativity, and undermine their ability to learn on their own. From a social standpoint, children who spend excessive amounts of time on digital devices typically see a decrease in in-person interactions, which results in the loss of critical social skills, and, more gravely, an elevated risk of digital isolation. These two effects emphasize how crucial well-defined boundaries and practical assistance are when using technology.

Uncontrolled use of digital technology presents a number of threats to one's physical health and security in addition to cognitive and social problems. Ophthalmological (eye-related) difficulties and the possible emergence of digital addiction are among the health hazards. Concerns about data security and privacy have also grown urgent. Elementary school pupils are particularly susceptible to exposure to harmful content and other types of cybercrime since they are at a developmental period where they find it difficult to discern between accurate and false information. As a result, this combined vulnerability calls for mitigation strategies that emphasize cybersecurity, mental health, and physical safety.

Teachers, parents, and other education stakeholders must actively and cooperatively participate in order to maximize the benefits of technological integration and minimize its risks. In addition to developing context-specific digital curricula that

OF ARTIFICIAL INTELLIGENCE-BASED LEARNING MEDIA IN THE DIGITAL ERA," DIRASATUL IBTIDAIYAH 3, no. 2 (2023): 231, https://doi.org/10.24952/ibtidaiyah.v3i2.10200.

teach kids how to use technology sensibly and safely, intervention tactics must include regular supervision and assistance. Furthermore, the effective integration of technology in elementary education requires funding for ongoing teacher training and the fair improvement of digital infrastructure. Therefore, even while the digital age presents many chances to improve educational quality, creating a learning environment that is secure, healthy, and best suited to students' overall development necessitates the use of suitable tactics and strong intersectoral cooperation.

How educators shape aptitude and intellect in the digital age

The digital era has drastically transformed perspectives on education. Today, education emphasizes not only the understanding of knowledge but also the development of skills aligned with the demands of the times. Teachers now serve not merely as educators but also as facilitators, mentors, and learning partners for their students. The role of the educator is crucial in teaching, guiding, and shaping students' intelligence within the school environment, particularly because they are constantly present alongside students throughout the learning process. The following are some of the roles teachers play in shaping students' intelligence and intellectual capabilities:[8]

1. The Instructor as an InspiratorIn addition to providing verbal support, teachers serve as catalysts by fostering an environment, creating experiences, and using instructional strategies that encourage students to reach their full intellectual potential. It has been demonstrated that effective motivation improves pupils' critical thinking, creativity, memory, problem-solving, and emotional intelligence.
2. The Instructor as AssessorAssessing students' intellectual growth and talents through a systematic, equitable, and ongoing evaluation procedure is a critical aspect of the teacher's duty as evaluator. Teachers can determine students' cognitive capacities, comprehension levels, critical thinking abilities, and creative capabilities by using a variety of assessment techniques, including tests, observations, portfolios, and performance-based assessments. By recognizing students' strengths and weaknesses through this evaluation process, teachers may help students reach their full potential, provide them constructive criticism, and inspire them to keep improving throughout the learning process.

   Additionally, the ability to modify instructional tactics in response to evaluation outcomes is part of the teacher's responsibility as an evaluator. A teacher can create instructional strategies that are more suitable, engaging, and pertinent to each student's needs by taking into account their specific talents. In

[8] Isnaini Nugrahanti dkk., Analisis Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa Kelas II di Sekolah Dasar Negeri Sukabumi Selatan 01 Kebon Jeruk, t.t., 23.v

addition to increasing the effectiveness of the learning process, this increases the growth of students' intelligence since they receive support that is specific to their unique intellectual traits. In this sense, assessment plays a crucial role in maximizing students' intelligence and intellectual capacity in addition to acting as a measurement instrument.

3. The Instructor as a MediatorTeachers act as a conduit between students and the different learning materials that can improve their cognitive talents and intelligence. Teachers help students develop their critical, creative, and analytical thinking abilities by facilitating their access to knowledge, technology, instructional media, and more extensive learning opportunities. Teachers also serve as facilitators by breaking down difficult ideas, helping students understand the subject matter using a variety of approaches, and relating what they learn to real-world situations. By doing this, educators maximize the process of intellectual development by giving students the chance to gain deeper knowledge and skills.

   Additionally, the teacher's role as a mediator is to encourage student involvement throughout the learning process in order to establish a collaborative learning environment. Teachers help students learn from each other, share ideas, and widen their viewpoints through talks, group projects, and problem-solving exercises. Such social connection is essential for the development of communication skills and other facets of intelligence, such as emotional and interpersonal intelligence. The teacher guarantees that the learning process is dynamic and engaging, able to support the students' overall intellectual development, by skillfully carrying out the job of mediator.

4. The Instructor as a SourceAs an informant, the instructor provides and transmits correct, understandable, and clear information to the students. In this role, the instructor serves as the students' main source of information, assisting them in understanding everything from basic ideas to more difficult subjects. Students can acquire a strong intellectual foundation thanks to the teacher's methodical and structured delivery of material, which promotes the best possible development of cognitive skills including recall, comprehension, and analysis. Additionally, the instructor contributes to the introduction of a variety of fresh perspectives that broaden students' knowledge and give them the chance to think more critically and creatively.

   Teachers do more than just impart knowledge; they also assist pupils in understanding the practical applications of what they have learned. Teachers

help students make connections between their studies and real-world scenarios by offering examples, illustrations, and contexts for the application of information. This method develops students' practical intelligence and problem-solving abilities while deepening their comprehension. As a result, the duty of the teacher goes beyond merely teaching knowledge; it also entails assisting students in making meaningful use of that knowledge in order to develop their intellectual capacities in a comprehensive way.

How Parents Shape Intelligence and Skills in the Digital Age

Parents play a vital role in shaping a child's intellect and intelligence in this digital age, particularly as children today inhabit a world heavily influenced by technology. Parents serve as primary guides in introducing technology wisely, ensuring that children use it for educational purposes rather than merely as a means of passive entertainment. By providing direction, setting appropriate boundaries, and modeling responsible technology use, parents help children develop critical thinking, digital literacy, problem-solving abilities, and independent learning skills. Parental involvement in supervising and guiding the use of devices enables children to utilize technology as a source of knowledge and a tool to enhance their intelligence. Here are several ways parents play a role in shaping intellect and intelligence:

1. Parents' Function as FacilitatorsIn this role, parents are in charge of giving their kids the tools and environments they need to learn. A helpful and cozy learning environment that encourages the child's mental activity is included in this service, in addition to learning resources like books, digital media, or writing equipment. Parents support the development of many aspects of intelligence, such as problem-solving abilities, creativity, memory, and linguistic proficiency, by providing an environment rich in learning stimuli. Children can explore, ask questions, and learn new things in appropriate learning environments, all of which are essential components in the development of their cognitive abilities. One known external factor that has a major impact on a child's intellectual development is a stimulating learning environment.[9] In addition to offering tangible materials, a facilitator must actively assist parents in directing and enhancing their children's educational journey. Parents may help their kids use technology sensibly and effectively, participate in conversations with them, and give them real-world examples when teaching particular subjects. The learning process is not exclusively dependent on the school because a parent's presence as a facilitator guarantees ongoing cognitive stimulation at home. A child's intellectual growth becomes more concentrated and

[9] John W. Santrock, Educational Psychology, Sixth edition (McGraw-Hill Education, 2018), 86.

stable when their learning experience is broadened through favorable relationships at home. This support is consistent with Vygotsky's theory of scaffolding, which holds that an adult's help can push a kid to think at higher levels.[10] Thus, the role of facilitator enables parents to provide a solid foundation for the development of their child's intelligence in both the digital and non-digital worlds.

2.The Guide's RoleAs mentors, parents help their children learn by giving them guidance, clarifications, and encouragement so they may comprehend the subject matter more thoroughly and methodically. This assistance goes beyond just aiding with schoolwork; it also include providing more explanations when the youngster has trouble understanding particular ideas. It has been demonstrated that parental support increases a child's confidence in their ability to learn, which in turn promotes the growth of cognitive skills like understanding, reasoning, and problem-solving. This supports the idea that parent-child educational interactions are essential for improving academic performance and general intellectual development.[11] In addition to offering direct support, parents who serve as mentors also contribute to the development of good study habits, such as time management, efficient study methods, and emotional control in the face of difficulties. A key component of intellectual development is the development of metacognitive skills, or the capacity to control one's own thought processes. Additionally, parents can set an example for their children by reading aloud to them, having conversations, or encouraging them to examine their environment in order to develop their analytical abilities. Bandura's social learning theory, which emphasizes that children learn via observation and interaction with adults, is in line with a consistent and encouraging guidance approach. In order to develop educated, self-reliant, and lifelong learners, parents play a crucial role as mentors.

CONCLUSION

The ability of humans to understand their surroundings, learn from their experiences, and solve issues via a variety of mental processes is known as intelligence. The idea of multiple intelligences, which include verbal-linguistic, logical-mathematical, visual-spatial, kinesthetic, and musical dimensions in addition to interpersonal and intrapersonal intelligences, has developed from a simple intellectual ability. It is crucial to realize that intellect is dynamic and may be improved with the right educational methods and environmental stimulation.

The panorama of elementary school pupils' intellectual growth offers both

[10] Lev Semenovič Vygotskij dan Michael Cole, Mind in Society: The Development of Higher Psychological Processes, Nachdr. (Harvard Univ. Press, 1981), 34.
[11] Desmita, Psikologi perkembangan (PT Remaja Rosdakarya, 2013), 112

opportunity and difficult problems as we move into the digital age. On the one hand, tailored learning that fosters students' creativity and critical thinking is made possible by digital technology and artificial intelligence (AI). However, excessive use of technology can shorten attention spans, lead to device dependence, and weaken social and emotional abilities. As a result, in order to lessen these detrimental effects, pupils now need to be proficient in digital literacy and information evaluation.

To ensure students' intellectual potential develops optimally amidst the digital landscape, strong synergy between teachers and parents is essential. Teachers play strategic roles—acting as motivators, evaluators, mediators, and sources of information—within the school ecosystem, while parents serve as facilitators and primary guides in the home environment. This collaboration aims to provide consistent supervision, foster disciplined character, and ensure that technology is used wisely as a tool to support the holistic intellectual and social development of students.

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