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EXPLORING MOTHER-CHILD MEMORY AS A FOUNDATION OF CHILDREN'S COGNITIVE, INTERPERSONAL AND INTRAPERSONAL INTELLIGENCE IN FILM ENOLA HOLMES (2020)

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ABSTRACT

This study examines the role of mother-child memory in shaping children's intelligence as portrayed in the film Enola Holmes (2020). Grounded in Howard Gardner's theory of Multiple Intelligences, the research highlights how maternal memories function as a foundation for cognitive, interpersonal, and intrapersonal development. Using a qualitative content analysis approach, selected scenes involving Enola Holmes and her mother, Eudoria, were analyzed through dialogue, flashbacks, and visual codes. The findings reveal that maternal memory is not merely nostalgic, but a narrative mechanism of intellectual and emotional inheritance. Cognitively, Enola's recollections of logic training, puzzles, and cryptographic exercises enhance her critical thinking and problem-solving skills. Interpersonally, her memories of maternal advice to empathize and understand others guide her in building trust and collaboration. Intrapersonally, memories of maternal love and encouragement foster Enola's resilience, autonomy, and self-awareness in resisting patriarchal constraints. This research contributes to literary and film studies by demonstrating how mother-child memory functions as a transgenerational medium of intelligence formation.

Keywords: Mother-child memory, cognitive intelligence, interpersonal intelligence, intrapersonal intelligence, Enola Holmes (2020)

ABSTRAK

Penelitian ini mengkaji peran memori ibu-anak dalam membentuk kecerdasan anak sebagaimana direpresentasikan dalam film Enola Holmes (2020). Berlandaskan teori Multiple Intelligences Howard Gardner, penelitian ini menyoroti bagaimana memori tentang sosok ibu berfungsi sebagai fondasi perkembangan kognitif, interpersonal, dan intrapersonal. Dengan menggunakan pendekatan analisis konten kualitatif, penelitian ini menganalisis adegan-adegan terpilih yang melibatkan Enola dan ibunya, Eudoria, melalui dialog, kilas balik, serta kode visual. Hasil penelitian menunjukkan bahwa memori maternal tidak hanya bersifat nostalgis, melainkan juga menjadi mekanisme naratif bagi pewarisan intelektual dan emosional. Secara kognitif, ingatan Enola tentang latihan logika, teka-teki, dan aktivitas kriptografi memperkuat kemampuan berpikir kritis dan pemecahan masalah. Secara interpersonal, nasihat ibu yang diingat Enola mengenai empati dan pemahaman terhadap orang lain membantunya membangun kepercayaan dan kolaborasi. Secara intrapersonal, memori tentang kasih sayang dan dukungan ibu mendorong terbentuknya ketangguhan, kemandirian, dan kesadaran diri dalam menghadapi tekanan sosial patriarkal. Penelitian ini memberikan kontribusi bagi kajian sastra dan film dengan menunjukkan bahwa memori ibu-anak berfungsi sebagai medium transgenerasional dalam pembentukan kecerdasan.

Kata kunci: Memori Ibu-Anak, Kecerdasan Kognitif, Kecerdasan Interpersonal, Kecerdasan Intrapersonal, Film Enola Holmes (2020)

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INTRODUCTION

Al-ummu madrasatul ula. This is an Arabic proverb popularized by Hafiz Ibrahim. This expression means that a mother is a child's primary and first school, the place where a child first receives education, instruction, and the formation of a foundation for self and morals. Mothers teach basic values such as love, compassion, and kindness, and offer important advice that shapes a child's character and intelligence, leading to a good generation. Thus, mothers play a significant role in shaping a child's intelligence, character, and mindset from an early age through interaction, role modeling, and guidance. Mothers play a role in instilling moral, religious, and social values, as well as providing stimulation that supports the development of a child's potential in the future.

When discussing the role of mothers in shaping a child's intelligence, we often hear that a child's character is inherited from the father, while the child's intelligence genes are inherited from the mother. According to Reader's Digest, regarding the relationship between genetics and intelligence, intelligence genes are more likely to be inherited from the mother because they are usually linked to the X chromosome. Women have two X chromosomes, while men only have one. Thus, mothers have a greater chance of passing on intelligence to their children. Research conducted by scientists in Glasgow, Scotland, since 1994 supports these findings. By involving interviews with 12,686 people aged 14–22, the study showed that a child's intelligence can be significantly predicted by genes inherited from the mother. (tempo.co, 2025; CNBC Indonesia, 2025; Ramelan, 2024)

Interestingly, scientists believe that genes are not the sole determinant of a child's intelligence. As quoted by The Independent, interviews were conducted with 12,686 people aged 1-22 years and their mothers. They were asked about several factors, ranging from race, education level, social, and economic status, showing that the intelligence gene is linked to the X chromosome, which is the main female chromosome. According to them, only 40-60 percent of intelligence is thought to be hereditary, while the rest depends on the environment. Based on these environmental factors, scientists have discovered that mothers play a significant role in the non-genetic aspects of a child's intelligence. In fact, several studies have also shown that a good bond between mother and child is linked to intelligence. One such study was conducted by Mei Elensary, a pediatrician at Boston Medical Center. Elensary and five other researchers studied 33 mothers and their children. The researchers asked each mother about their mindset and stress levels. The results showed that a mother's growth mindset can reduce negative impacts and stress while also helping to enhance her child's brain development. (Fikriansyah, 2024)

The mother's role in passing on intelligence to children, a non-genetic trait, demonstrates the importance of positive interaction patterns and emotional bonds. The emotional memories developed between mother and child play a crucial role in the child's future. According to Pure Kids (2024), emotionally, for the first seven years after birth, children are mostly closer to their

mothers, which greatly influences their intellectual needs. The emotional bond between mother and child is crucial for the development of certain parts of the brain, especially the hippocampus, which is associated with memory. The hippocampus helps humans recognize objects, remember, understand spoken language, and respond to emotions. In other words, besides genetics, a strong emotional bond between mother and child also plays a role in helping children solve problems and reach their potential.

A number of studies confirm that emotional memory between mother and child plays a role in the child's growth and development. The research articles indicate that a positive mother-child relationship is linked to children's healthy socio-emotional development, increased self-confidence, and better social skills. In contrast, a negative relationship is associated with increased anxiety, depression, and social maladjustment. Key factors influencing this relationship include maternal sensitivity and supportive parenting, which contribute to optimal child development.

Spenner stated that there is a universal consensus on the importance that mothers play in the development of their children. Mothers play a vital role in shaping their children's attachment, emotional regulation, empathy, social skills, and cognitive growth. The mother-child bond profoundly influences a child's overall development, laying the foundation for resilience, well-being, and identity from early life. Through emotional support, dialogue, and modeling positive behaviors, mothers foster language skills, empathy, and social competence. By introducing new experiences and engaging in activities such as reading or decision-making exercises, they also stimulate curiosity, memory, and cognitive agility, helping children build self-understanding and awareness of their surroundings. (2025)

A relevant study revealed that Emotional dysregulation in early childhood can be influenced by various factors. the correlation between the mother-child relationship and emotional dysregulation in early childhood reveals a significant and positive relationship between the mother-child relationship and emotional dysregulation in early childhood. It is recommended to nurture and strengthen the mother-child relationship during early childhood as a means to mitigate emotional dysregulation in children. (Warmansyah et.al., 2023)

Complementing the above findings, other findings revealed that the nature of mother-child interactions, along with the mother's personality traits, plays a crucial role in shaping the child's emotional and behavioral health. Traits such as conscientiousness, agreeableness, and openness in mothers are particularly effective in minimizing emotional or behavioral difficulties in their children (Dreidi et.al., 2024)

In line with that, Research shows that mother-child interactions shape childhood cognition, yet few studies explore their long-term impact on adult episodic memory. Early interactions may influence adult cognitive function indirectly through education, social competence, or mental health. Evidence suggests that these interactions have lasting effects on memory, underscoring the need for a lifespan perspective to understand how early experiences shape socioemotional and cognitive development. (Sharifian & Zahodne, 2019)

Another research also confirms that mother-child memory conversations are a nuanced and important factor in children's memory development. Findings suggested the importance of maternal individuation and balanced self-construal for mothers' and children's elaborativeness in memory conversations. (Alkis, et.al., 2024)

This research also examines the concept of mother-child memory, but within the context of literary works, particularly in the form of visual narratives. The main focus lies in how mother-child memory, depicted through characters in literary works, plays a role in shaping children's intelligence. The literary work used as the object of study in this research is the film *Enola Holmes*, which explicitly depicts the dynamics of the mother-child relationship as one of the foundations for the formation of the main character's intelligence. According to Klarer, Film's idiosyncratic modes of presentation—such as camera angle, editing, montage, slow and fast motion—often parallel features of literary texts or can be explained within a textual framework. Although film has its own specific characteristics and terminology, it is possible to analyze film by drawing on methods of literary criticism, as film criticism is closely related to the traditional approaches of textual studies. Films can be examined using the same techniques as written literary texts, including the analysis of narrative elements, themes, and artistic choices. Film is considered as a movement from textual literary mode to visual literary mode which can convey ideas, thoughts through audiovisual media. (Klarer, 1999; Pratama et.al., 2023; Darmayanti et.al., 2024; Ayuningtyas & Triyono, 2021; Saptiany, et.al., 2019)

The numerous scholarly studies focused on the novels and films of *Enola Holmes* reflect significant academic interest in their narrative, themes, and character portrayal. *Enola Holmes* is a film adaptation of Nancy Springer's novel series, *The Enola Holmes Mysteries*. Released in 2020, the film was directed by Harry Bradbeer and written by Jack Thorne. Featuring a female protagonist and set in the Victorian era, *Enola Holmes* presents a tale full of intrigue, mystery, and a relevant moral message.

The next study examines gender boundaries in youth films with a focus on *Enola Holmes*. Using a qualitative-descriptive approach, the research analyzes how the film challenges traditional gender expectations through the portrayal of *Enola* as an independent and capable female protagonist in a patriarchal society. It highlights women's struggles for equality and the ways female characters resist restrictive norms, while also integrating feminist themes relevant to contemporary debates. Thus, *Enola Holmes* provides a valuable case study for understanding gender representation in youth cinema and contributes to broader discourses on gender equality and female empowerment. (Assidiqi & Muttaqien, 2025)

Meanwhile, other research discusses liberal feminism within the film *Enola Holmes* and its connection to the Victorian period using descriptive qualitative methods. *Enola*, educated unconventionally by her mother, is trained in martial arts, literature, and weaponry, reflecting her desire for independence and self-determination. This characterization parallels the condition of women in the Victorian era who, despite being under a queen's reign, still faced significant restrictions, particularly in political life. (Prameswari & Susilowati, 2022)

Another study identifies moral values in Enola Holmes that can support character building in students. Using Kemendikbud's (2017) framework and a descriptive qualitative approach, the research found five core moral values with eight sub-values, with nationalism—particularly self-sacrifice—emerging as the most dominant. (Yusriyah et. Al., 2022)

Next, Aistyana & Prastiwi's research on Enola Holmes (2020) highlights how dialogue reveals the characters' emotional, intellectual, and moral depth. Using qualitative analysis alongside M.H. Abram's theory of characterization and the Schachter-Singer two-factor theory of emotion, the research shows that dialogue serves not just to advance the plot but also to express self-reliance, resilience, and resistance to social norms. It demonstrates how emotional and cognitive processes shape character traits, positioning dialogue as a key narrative device that adds complexity and engages the audience.

Meanwhile, the following study aims to determine the types of gender stereotypes depicted by the main character, Enola Holmes, based on her conversations and actions. This study is a descriptive qualitative study using a research method. The data in this study were taken from the transcript of the film Enola Holmes. Data analysis was carried out using an interactive model analysis that includes data reduction, data mapping, and drawing conclusions. There are two types of gender stereotypes depicted by Enola Holmes in the film Enola Holmes: femininity and masculinity. (Azis & La Sunra, 2022)

The following research examines gender resistance in Enola Holmes using Sara Mills' critical discourse framework. Through a qualitative descriptive approach, it examines how the film challenges gender stereotypes by presenting a strong, independent female protagonist. By exploring subject positioning, objectification, and audience reception, the research shows how Enola disrupts traditional gender roles. The findings underscore the film's contribution to gender equality and its influence on shaping cultural narratives around female empowerment. (Wardani et. Al., 2025)

Aligned with this perspective, the research examines Enola Holmes's characterization in the 2020 film. Using qualitative descriptive methods, this study examines conversations and scenarios that highlight Enola's growth and independence, influenced by her relationship with her mother and the social norms of Victorian England. The analysis demonstrates that Erikson's psychosocial theory, which explains identity formation in a patriarchal setting, parallels Enola's path of self-discovery and resilience. Her journey highlights independence, identity exploration, and defiance of societal norms, reflecting the core values individuals uphold. (Muharsyah, 2025)

Another research which consistent with previous research examines the personality development of Enola Holmes in Nancy Springer's *The Case of the Missing Marquess*. The analysis focuses on Enola's personality before, during, and after her development process, as well as the factors influencing this transformation. Using a literary and psychological approach and drawing on Elizabeth B. Hurlock's theory of personality development, the research finds that Enola evolves from being dependent and immature to becoming self-reliant and mature. This

growth is driven by conflicts she faces, along with environmental changes, shifting roles, and strong personal motivation. (Dipasena & Hadiyanto, 2024)

Utami & Wahyuni (2022) analyze gender in film *Enola Holmes* (2020). This research examines gender inequality in the 18th century and explores how the film portrays women's emancipation through its main character. Using a qualitative descriptive method and Mansour Fakihi's feminist literary criticism, the research analyzes dialogues and scenes to reveal Enola's struggles for justice and suffrage. The findings show that the film highlights women's emancipation across education, work, politics, and family.

Another relevant research examines how the film *Enola Holmes* functions as a diegetic extension that conveys feminist ideas within the framework of postmodernism. The study argues that the film reuses and reinterprets the Sherlock Holmes narrative through pastiche, thereby expanding the original grand narrative. This approach allows for the creation of a new representation—an independent and self-determined female detective. (Gooniyah & Army, 2022)

The next study explores the portrayal of Enola Holmes as a female character, focusing on how she differs from most teenage girls of her time and reflects the spirit of feminism. The study confirms that her distinct characterization appears through physical appearance, thoughts, and personality. Her masculine looks challenged nineteenth-century beauty norms, her critical reasoning defied stereotypes of women's intellectual inferiority, and her independence and courage marked her as unconventional. These traits embody liberal feminism, emphasizing women's autonomy and gender equality. (Sakinah et. Al., 2022)

The relevant research by Manullang and Mestika, (2024) unravels the symbolic patterns shaping Enola's identity, revealing the complexity of human character and individuality. Using a qualitative descriptive method, the researchers analyzed the film's monologues and dialogues through data collection, classification, and contextual as well as theoretical interpretation. The analysis identified five archetypes—self, ego, persona, shadow, and animus—with animus as the most dominant, underscoring Enola's depiction as a woman with masculine traits.

The last, a study conducted by Violita & Cholsy (2022) complements a number of studies with the object of the film *Enola Holmes* (2020). This study reveals speech act equivalence in the English–Indonesian subtitles of the Netflix film *Enola Holmes*. Focusing on the adventure and mystery genre, it employs a qualitative descriptive approach with content analysis and contrastive analysis to assess speech act equivalency. The data is drawn from the film's subtitles. Findings reveal two key points: first, when the source text achieves speech act equivalence, the target text successfully conveys the intended message within the story's context. Second, when equivalence is not achieved, the translation fails to fully capture and deliver the narrative meaning in the target text.

Previous research on *Enola Holmes* has explored key themes such as gender and feminism, character development through psychological lenses, moral and character education, linguistic and translation studies, and the use of visual storytelling in narrative construction. However, one area

remains underexplored: the role of mother–child memory in shaping a child's intelligence, particularly within the framework of Howard Gardner's Multiple Intelligences theory. This study addresses that gap by analyzing how *Enola Holmes* (2020) portrays maternal memory as a foundational element in the development of child's cognitive, interpersonal, and intrapersonal intelligence.

RESEARCH METHODS

This study uses a qualitative method with a content analysis approach that focuses on the representation of memory between mother and child in the film *Enola Holmes*. The research data source is the film *Enola Holmes* (2020) with a duration of 123 minutes, which is analyzed through several stages. First, the researcher conducted documentation in the form of re-screenings of the film and recording scenes relevant to the interactions between Enola and her mother, both in the form of dialogue, flashbacks, and visual symbols that indicate memories. Second, data reduction was carried out by selecting scenes that significantly show the influence of maternal memory on the formation of Enola's character and intelligence. The analysis technique used is thematic analysis, where each scene is categorized into three dimensions of intelligence: (1) cognitive intelligence, through critical thinking skills, problem solving, and logical reasoning; (2) interpersonal intelligence, through the ability to interact and understand others; and (3) intrapersonal intelligence, through self-awareness, reflection, and independence of the characters. From the film, researchers identified 15 scenes featuring interactions between Enola and her mother, Eudoria Holmes, that illustrate the role of mother–child memory in shaping children's cognitive, interpersonal, and intrapersonal intelligence. After data reduction, three scenes were selected as units of analysis for in-depth analysis based on their intelligence types. The coding process was carried out in three stages: Identification – marking scenes relevant to the theme of the mother–child relationship and the influence of memory. Classification – grouping scenes into three intelligence categories. Interpretation – interpreting the meaning of each scene by relating it to Gardner's theory and the narrative context of the film. Data validity was obtained by using theoretical triangulation, namely, comparing the results of the analysis with Howard Gardner's theory of multiple intelligences and previous relevant research.

FINDING AND DISCUSSION

The results of the analysis of the film *Enola Holmes* show that the mother-child memory (Eudoria Holmes and Enola Holmes) plays an important role as a foundation in shaping Enola's intellectual development, even though their relationship is more often presented through memories (flashbacks) than direct interaction. The following is a table of scenes with brief transcriptions:

No.	Time (Minutes)	Scene Description	Types of Intelligence	Transcript Snippet
1	00:05:12	Enola learns to solve puzzles with her mother at home	Cognitive	<i>Eudoria: "You must look beyond the obvious, Enola."</i>
2	00:37:25	Enola helps Tewkesbury and judges his character from his behavior	Interpersonal	<i>Enola: "You're not useless, you just need to think differently."</i>
3	01:15:40	Enola remembers her mother's message when she felt doubtful about carrying out her mission	Intrapersonal	<i>Enola (narasi): "Mother always said, our future is up to us"</i>

1. Mother-Child Memory Shaping Child's Cognitive Intelligence

Mother's memories of logical thinking exercises, puzzles, and martial arts strategies are the source of Enola's problem-solving abilities. Scenes where Enola deciphers her mother's visual codes and hidden clues demonstrate how memory serves as a continuous source of intellectual intelligence. Enola's memories of her mother, Eudoria, frequently emerge through flashbacks of logic exercises, puzzles, and hidden messages.

This is evident in the scene where Enola finds a code book and a secret flower note from her mother for her birthday. She successfully interprets the visual clues left behind, which then leads her to find her mother's hiding place. This scene shows how memories of learning habits with her mother foster critical thinking, problem-solving, and symbol-reading skills. Enola's cognitive intelligence is honed not through formal education, but through experiences of playing and creative learning with her mother, Eudoria. This scene shows how mother-child memory functions as a transgenerational means of passing on knowledge, skills, and logical thinking patterns that then support a child's intellectual development.

Enola's memories of her mother, Eudoria, manifested through logical thinking exercises, puzzle games, and self-defense strategies, reflect a form of logical-mathematical intelligence (cognitive intelligence) as proposed by Howard Gardner in his theory of Multiple Intelligences.

Gardner explains that logical-mathematical intelligence is a person's ability to perform deductive and inductive reasoning, recognize patterns, solve problems, and understand cause-and-effect relationships. (Gardner, 1983, 1993; Morgan, 2021; Davis, et.al, 2011)

2. Mother-Child Memory Shaping Interpersonal Intelligence

Although Enola grew up lonely and tended to be individualistic, the memory of her mother's advice to "read, listen, and understand others with both heart and mind" influenced the way she interacted and built social relationships. This is evident in one scene where Enola was able to collaborate with the character Tewkesbury. Enola read her opponent's emotions and negotiated complex social situations. The scene shows Enola when she first meets Viscount Tewkesbury on the train. Enola is initially suspicious. However, she remembers how her mother trained her to understand people's intentions through expressions and words. This makes Enola willing to help Tewkesbury escape the pursuit of assassins. This shows how the memory of her relationship with her mother is transformed into social skills. She learns that intelligence is not only about logic but also about sensitivity in reading the needs and emotions of others.

Howard Gardner, in his book *Frames of Mind: The Theory of Multiple Intelligences*, defines interpersonal intelligence as the ability to understand the intentions, motivations, emotions, and feelings of others, and to use that understanding to interact effectively. (Gardner, 1983, 1993; Morgan, 2021; Davis, et.al, 2011)

3. Mother-Child Memory Shaping Intrapersonal Intelligence

Memories of her mother's love and emotional support became the foundation for Enola in building self-awareness and independence. Flashbacks of her mother's love and advice became a source of personal reflection, encouraging Enola to make independent decisions. This is evident in the scene where Mycroft forced Enola to enter a girls' school to become a "classy lady," but she firmly refused. This decision was born from the memory of her mother's message to "determine your own path in life" and not submit to patriarchal rules.

This conflict emphasizes that memory is not merely nostalgia, but a source of reflection and personal strength. The memory of the values instilled by Eudoria drives Enola to choose her own identity, despite the risk of defying family and social norms.

Another scene shows Enola nearly giving up on her search for her missing mother. However, Enola tries to recall a glimpse of her mother's face, telling her she must find "the strength within herself." This flashback re-energizes Enola, and she continues her quest. This scene demonstrates that the memory of her mother's love is not only a motivation but also a source of self-awareness that fosters resilience and personal autonomy. This aligns with Gardner's concept of intrapersonal intelligence, where individuals are able to access inner strengths, reflect on experiences, and utilize self-awareness to survive challenging situations. (Gardner, 1983, 1993; Morgan, 2021; Davis, et.al, 2011)

Through these examples, it is clear that the mother-child memories in *Enola Holmes* are not merely sentimental flashbacks, but rather narrative mechanisms that demonstrate the development of multiple intelligences. Cognitively, memories convey an intellectual legacy that aids Enola in her detective adventures. Interpersonally, memories serve as a guide for building healthy social relationships amidst danger. Intrapersonally, memories enable Enola to forge an independent identity beyond patriarchal pressures.

Thus, the conflicts in the film not only strengthen the storyline but also illustrate how the memory of a child's mother can function as a foundation for the formation of a child's intelligence and character.

The findings of this study emphasize that mother-daughter memories are the foundation for the formation of *Enola Holmes*' multiple intelligences. This study enriches the discourse by adding Howard Gardner's theory of multiple intelligences, namely cognitive, interpersonal, and intrapersonal intelligence. Through flashbacks, Enola acquires intellectual, social, and emotional inheritance from her mother, which serves as cultural and psychological capital in facing challenges. This focus differs from, but also complements, previous studies that have highlighted issues of gender, feminism, and female characterization in the film *Enola Holmes*.

Research by Assidiqi and Muttaqien (2025), Prameswari and Susilowati (2022), and also Utami and Wahyuni (2022) emphasizes the dimensions of feminism and the struggle against patriarchy in film narratives. Their emphasis is on the dismantling of gender boundaries and Enola's struggle as a female character to gain freedom and social space amidst male hegemony. These results align with the findings of this study on intrapersonal intelligence.

Furthermore, research by Yusriyah (2022) and Aistyana and Prastiwi (2020) revealed dimensions of moral, emotional, and intellectual values in films, including representations of resilience, independence, and nationalistic values. These findings intersect with this study on aspects of interpersonal and intrapersonal intelligence, where memories of her relationship with her mother serve as a moral guide and a source of inner reflection for Enola in facing dilemmas and building social relationships. However, this study enriches these findings with the framework of Howard Gardner's Multiple Intelligences theory, which allows for a more systematic mapping of the types of intelligence that emerged.

Research by Wardani (2025), Sakinah (2022), and Gooniyah and Army (2022) highlights how Enola is portrayed as an agent of change who rejects gender stereotypes and presents an independent female figure through the film's narrative. This is consistent with the results of the cognitive intelligence analysis in this study, which shows how maternal memory serves as a transgenerational means for passing on critical thinking, problem-solving, and logic skills—competencies that, in socio-cultural contexts, are more often associated with men. Thus, Enola's representation of logical intelligence not only challenges gender norms but also demonstrates the film's narrative strategy in reinforcing feminist symbols.

The research of Muharsyah (2025), Dipasena and Hadiyanto (2024), and also Manullang and Mestika (2024) uses a developmental psychology approach. While those studies emphasize the developmental stages and personality patterns of Enola, this study adds the dimension of memory as a narrative and psychological mechanism that channels maternal influence into Enola's development. Thus, this study contributes to the literature by highlighting the role of transgenerational relationships and emotional memory as a medium for intelligence formation, not just as a process of individual development.

CONCLUSION

This research shows that the mother-child memories in the film *Enola Holmes* serve as a crucial foundation for the main character's intellectual development. Through flashbacks, messages, and symbols left behind by Eudoria, Enola gains the necessary skills to develop the three dimensions of intelligence as proposed by Howard Gardner in his theory of Multiple Intelligences. First, in the cognitive (logical-mathematical) aspect, memories of logical thinking exercises, puzzle games, and practical strategies strengthen Enola's ability to think critically and solve problems. Second, in the interpersonal aspect, her mother's message about understanding others encourages Enola to develop social sensitivity, negotiation skills, and build cooperation with those around her. Third, in the intrapersonal aspect, her mother's affection and guidance become a source of reflection, self-awareness, and courage for Enola to determine her own life path despite facing patriarchal pressures.

Thus, the mother-child memories in this film are not only narrative elements but also serve as psychological mechanisms that shape Enola's multiple intelligences. This confirms that emotional and relational experiences within the family can be important transgenerational tools in shaping an individual's identity, intellectual capacity, and resilience.

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