



## Relationship of Interpersonal Intelligence with Student's Learning Achievement

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### **Abstract**

The formulation of the problem in this study is whether there is a relationship between interpersonal intelligence and student achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas? Based on the formulation of the problem, this study aims to determine the relationship between interpersonal intelligence and student achievement in SD Negeri 1 Tugu Mulyo District Musi Rawas. This type of research is a quantitative field research (field research). Sampling was done using simple random sampling technique with a sample size of 30 students. With data collection techniques through questionnaires (questionnaires), report cards and documentation. Test the validity of the instrument using the product moment correlation. The data to find out how the relationship between interpersonal intelligence and student achievement was obtained through the product moment correlation technique. From the results of the study, there was an influence of the relationship between interpersonal intelligence and student learning achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas. This can be proven from statistical calculations, namely  $r$  arithmetic is greater than  $r$  table ( $0.995 > 0.347$ ) with a significant level of 5%, then the hypothesis ( $H_a$ ) is accepted, namely that there is a relationship between interpersonal intelligence and student achievement in SD Negeri 1 Tugu Mulyo District Musi Rawas.

**Keywords:** *Learning Achievement; Interpersonal Intelligence*

### **Introduction**

Basically, primary school education is an organized, planned, and continuous effort throughout life to foster students to become complete, mature, and cultured human beings. As a formal school education institution that was born and developed effectively and efficiently, it is a device that is obliged to provide services to the community in educating citizens (Hasbullah, 2013). Education is also an activity to optimize the development of potential, skills and personal characteristics of students. Educational activities are directed at achieving certain goals called educational goals (Sudaryono, 2016).

Learning is a change in disposition or ability that is achieved by a person through activity. For students, learning is a process of interaction between the various potentials of students (physical, non-

physical, emotional and intellectual), the interaction of students with teachers, students with other students, and the environment with concepts and facts, the interaction of various stimuli with various directed responses to give birth. changes (Susanto, 2013). Learning will produce changes in a person. To find out how far the changes have occurred, an assessment is needed. Likewise, with education, there is always an assessment of the learning outcomes. Assessment of a student's learning outcomes to find out the learning objectives is what is referred to as learning achievement. Some people think that high achievement can only be achieved by students who have high intelligence. In fact, students who have high intelligence do not necessarily get good achievements, because intelligence is not the only factor that determines student success, but there are several factors that influence it. Likewise, for students to achieve high achievements in a learning process, not only using their intelligence abilities, but also relationships with other students which include interpersonal intelligence.

Education is a process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching or research efforts. Learning is an activity that can be done psychologically or physically. Psychological activities are activities that are mental processes, such as thinking, understanding, concluding, listening, studying, comparing, distinguishing, expressing, and analyzing activities. The activities are physical in nature, namely activities that are a process of application or practice, for example conducting experiments or experiments, exercises, practical activities to make works (products), and appreciation (Rusman, 2017). Interpersonal intelligence is an individual's ability to interact with other people. Individuals who have high interpersonal intelligence tend to have excellent communication skills and the ability to empathize with others (Catling, 2012)

Interpersonal intelligence is the ability to understand and make differences in the moods, intentions, motivations, and feelings of others. This can include the development of facial expressions, voice, and gestures. For example, such as the ability to distinguish between different types of interpersonal talent and the ability to respond effectively to these cues in several ways (Armstrong, 2013).

Learning contains two main understandings, namely the learning process here can be interpreted as an activity and effort to achieve behavior change, that learning as a process is an activity carried out by involving body and soul. While the change in behavior is the result of learning from individual experiences in interactions with their environment involving cognitive, affective, and psychomotor (Willis, 2012).

Students who have interpersonal intelligence like to interact with other people, both people who are the same age as them or those who are older or younger. With their ability to influence peers, sometimes they stand out in group work. Some students are very sensitive to other people's feelings, some of them can give a variety of different perspectives on social issues and also help others (dkk, 2002). With interpersonal intelligence, it can be expected to attract students to easily accept and remember the learning delivered by the teacher. So that students can improve their learning outcomes in accordance with the minimum completeness criteria value.

### ***Research Method***

The type of research in writing this thesis is field research with a correlational quantitative approach which aims to analyze the relationship between interpersonal intelligence and student achievement. Correlation research is a study that uses statistics in order to determine whether there is a relationship and the degree of relationship between two or more variables (Emzir, 2009). Meanwhile, according to Arikunto, correlational research is research conducted by research to determine the level of relationship between two or more variables, without making changes, additions or manipulations to existing data (Arikunto, 2006).

According to Sugiyono, population is a generalization area consisting of objects that have certain qualities and characteristics that are used by research to be studied and then conclusions are drawn (Sugiyono, 2011).

Table 1  
Total population of SD Negeri 1 Tugu Mulyo District Musi Rawas

Class	Gender		Quantity
	Man	Woman	
IV	77	84	161
V	75	56	131
	Amount	292	

According to Sugiono, the sample is part of the population. The sample is part of the population that represents the population to draw conclusions in the study, if the population is large and it is impossible for the researcher to study everything in the population, for example due to limited funds, manpower, and time, the researcher can use samples taken from the population. really representative (Sudaryono, 2016).

According to Arikunto, if there are less than 100 students, it is better to take all of them so that the researcher applies population research. Furthermore, if the number of samples is more than 100, it can be taken as a sample between 10-15% or 20-25% of the existing population (Arikunto S. , 2011). Researchers do not enter class VI as the object of research because class VI will take the national final exam, so it will be difficult to research and obtain data.

The operational definition of variables is a way to explain the variables contained in the research in a real or specific form. The variables that need to be explained in this study are;

Variable Y is Learning Achievement. Learning achievement is something that cannot be separated from learning activities, because learning is a process that is carried out by someone to obtain results, while achievement is the result of a process carried out by someone from learning. Achievement is the result of an activity that has been done, created, either individually or in groups. Achievements will never be produced as long as someone does not do activities (Hamdani, 2011).

Based on the description above, it can be concluded that learning achievement is the result of the effort obtained by someone from a process that has been carried out or the success of students in mastering the material that has been taught so as to achieve the learning objectives that have been set. The indicators of learning achievement are:

- Cognitive domain, namely changes in the form of knowledge, understanding, analysis, systems and evaluation after going through the learning process.
- The affective domain is a person's change in terms of changes in positive things consisting of five behaviors, namely acceptance, participation, assessment, and attitude determination.
- The psychomotor domain is a change in the type of behavior, namely, perception, readiness, guided movement and adjustment of movement patterns and creativity (Tirtonegoro, 2001).

Achievements in this study are based on the results of the average grades IV and V grades of odd semester report cards for the 2018/2019 academic year at SD Negeri 1 Tugu Mulyo District Musi Rawas.

Variable X is Interpersonal Intelligence. Interpersonal intelligence is the ability to understand and make differences in the moods, intentions, motivations, and feelings of others. This can include

sensitivity to facial expressions, voice, and gestures. Examples include the ability to distinguish different types of interpersonal cues and the ability to respond effectively to these cues in a number of ways.

Interpersonal intelligence allows us to be able to understand and communicate with others, see differences in mood, temperament, motivation and abilities. This includes the ability to form and maintain relationships, as well as knowing the various roles that exist within a group, both as members and leaders. Based on the description above, it can be concluded that interpersonal intelligence is a person's ability to establish good relationships with others, where students can socialize well and can communicate well with others. The indicators of interpersonal intelligence:

- a. Social Sensivity, which includes empathy and prosocial attitudes.
- b. Social Insight, which includes self-awareness, situational understanding and social ethics and problem solving.
- c. Social Communication, speaking skills with others and speaking effectively

The research method is the method used by researchers to collect research data from research respondents. The method used in collecting research data is closely related to the data collection tool used. Data collection techniques used in this study are observation, documentation, and questionnaires. Questionnaire is a data collection technique that is carried out by giving a set of written statements or questions to respondents to answer (Sudaryono, 2016). Data collection techniques in all research are needed by using several methods in it. Data collection techniques used in this study were carried out with the aim that researchers obtain accurate results so that it will facilitate the preparation of data as follows;

Observation is the process of collecting research data in which researchers look at situations and conditions.<sup>68</sup> Observations in this study were conducted to observe interpersonal intelligence in SD Negeri 1 Tugu Mulyo District Musi Rawas. Here the researcher is directly involved and is active in collecting the desired data at SD Negeri 1 Tugu Mulyo District Musi Rawas.

Documentation is a data collection tool used to find or get to know new things or variables in the form of notes, transcripts of books, newspapers, magazines and so on. Documentation in this study is meant by school profiles, number of students, number of teachers, school organizational structure, the school's vision and mission and so on. <sup>69</sup> This documentation is used to obtain data on student achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas in the form of the average value of student report cards for the 2018/2019 school year.

The questionnaire used in this study was a closed questionnaire using a Likert Scale which was presented in the form of a statement/question. Respondents were asked to choose the answer category that had been arranged by the researcher by crossing the available multiple choices. Questionnaire used in this study was a closed questionnaire using a Likert Scale which was presented in the form of a statement/question. Respondents were asked to choose the answer category that had been arranged by the researcher by crossing the available multiple choices.

The instrument to be used is a statement or question related to the indicators used. To get what you want to achieve, the instrument answers are scored with the following explanation:

Table 2  
Alternative and Answer Score

No	Alternative Answer	Score
1	Always	4
2	Often	3
3	Sometimes	2
4	Never	1

Validity is a condition that describes the level of the instrument concerned is able to measure what is to be measured. Validity test is carried out to measure whether the data that has been collected is valid data from a measuring instrument that uses a questionnaire. The validity test is carried out with the product moment formula as follows:

$$r_{xy} = \frac{N\sum X.Y - (\sum X).(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}.\{N.\sum Y^2 - (\sum Y)^2\}}}$$

Information:

r : Correlation coefficient between X and Y  
 $\sum xy$  : Variable result value (multiply X and Y)  
 $\sum x$  : Value of influence variable  
 $\sum y$  : Variable value affected  
 N : Number of students sampled

Then to find the validity of the questionnaire, it is analyzed using the Product Moment formula as follows:

$$r_{xy} = \frac{N. \sum XY - (\sum X). (\sum Y)}{\sqrt{\{N. \sum X^2 - (\sum X)^2\} . \{N. \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(20).(3921)-(51).(1520)}{\sqrt{\{(20).(141)-(51)^2\} \{(20).(116270)-(1520)^2\}}}$$

$$r_{xy} = \frac{78420-77520}{\sqrt{(2820-2601)(2325400-2310400)}}$$

$$r_{xy} = \frac{900}{\sqrt{(219).(15000)}}$$

: 0,496

With the results of the above analysis, it can be seen that the  $r_{xy}$  result of 0.496 is greater than the table of 0.444. Then question No. 1 is declared valid. The results of the overall questionnaire validity test Variable X.

According to Arikunto, reliability refers to an understanding that an instrument is reliable enough to be used as a data collection tool because the instrument is already good (Arikunto, 2006).

Instruments that can be trusted, which are reliable will produce reliable data as well. Reliability refers to the level of reliability of something reliable, meaning that it can be trusted, so it can be relied upon.

Table 3  
Coefficient Interval and Level of Reliability

Interval Koefisien	Reliability Level
$>0,90$	<i>Very Highly Reliable</i>
$0,80 - 0,90$	<i>Haighly Reliable</i>
$0,70 - 0,80$	<i>Reliable</i>
$0,60 - 0,70$	<i>Marginally Reliable</i>
$0,60$	<i>Unacceptably Low Reliability</i>

If the calculated reliability coefficient is greater than or equal to 0.70 then the question is declared reliable. Based on the calculated reliability coefficient is 0.85 because the reliability coefficient value is greater than 0.70 then the test is declared as a reliable test.

### Result and Discussion

To find out how big the relationship between interpersonal intelligence and student achievement, the researchers conducted research on students at SD Negeri 1 Tugu Mulyo District Musi Rawas by distributing questionnaires to determine interpersonal intelligence and taking the average value of student report cards to determine student achievement which was then compiled and tabulated by researchers in a report. Where the interpersonal intelligence questionnaire has been tested first. The following are the results of research that has been carried out by researchers on the research sample, namely students at SD Negeri 1 Tugu Mulyo District Musi Rawas. In this section the researcher will present the results of research related to interpersonal intelligence on learning achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas. This data was obtained from the results of the questionnaire answers from 30 samples with 20 question items. Obtaining data on student achievement is done by looking at the average score of odd semester student report cards. Furthermore, the data were obtained and analyzed in a systematic way using statistical formulas.

Table 4  
Odd Semester Report Score Frequency

No	Y	F	FY	Y <sup>2</sup>	F (Y <sup>2</sup> )
1	87	2	174	7569	15138
2	85	2	170	7225	14450
3	84	3	252	7056	21168
4	83	2	166	6889	13778
5	82	4	328	6724	26896
6	80	2	160	6400	12800
7	78	3	234	6084	18252
8	77	1	77	5929	5929
9	73	1	73	5329	5329
10	71	4	284	5041	20164
11	70	2	140	4900	9800
12	68	1	68	4624	4624
13	66	2	132	4356	8712
14	65	1	65	4225	4225
Amount		N=30	2323		181265

The relationship between interpersonal intelligence and student achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas, to determine the relationship between interpersonal intelligence and student learning achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas, the product moment formula will be used, but first entered in the tabulation which is the score of the interpersonal intelligence questionnaire and the score. student report cards, After the data on variable X (Interpersonal Intelligence) and Variable Y (Learning Achievement) are tabulated, the next step is to manage the data according to a predetermined formula. The hypothesis to be tested in this study is "is there a significant relationship between interpersonal intelligence and student achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas". By looking at the "r" product moment table, it turns out that "df" is 28 at a significant level of 5% of 0.374. The result of the calculated  $r_{xy}$  (0.995) turned out to be greater than r table 5%, thus at a significant level of 5% there was a significant relationship so that the hypothesis ( $H_a$ ) was accepted. This means that interpersonal intelligence is very influential on student achievement in SD Negeri 1 Tugu Mulyo District Musi Rawas.

Student Interpersonal Intelligence. This research begins with research preparation, namely determining the place and time of the research, after the place and time have been determined, then preparing the research instrument to be used. In this study, researchers distributed questionnaires to students with a sample of 30 students.

Research on interpersonal intelligence data obtained using a questionnaire or questionnaire method consisting of 20 question items with four alternative answers 4, 3, 2, 1. From the calculation results, the mean value (average value) is 40, and the standard deviation is 3.34. The TSR that got a high score was 17% with 5 students, the medium category was 66% with 20 students, while in the low category it was 17% with 5 students.

This study aims to determine the relationship between interpersonal intelligence and student achievement in SD Negeri 1 Tugu Mulyo District Musi Rawas. Interpersonal intelligence or can also be called social intelligence, a person's abilities and skills in creating relationships, building relationships and maintaining social relationships. So that both parties are in a win-win situation or mutually reinforcing. Interpersonal intelligence is the ability of students to express and capture the moods, goals, feelings, motivations, and feelings of others. While learning achievement is the result achieved by a student in his learning effort as stated in his report card, through learning achievement a student can find out the progress he has achieved in learning.

Thus it can be concluded that students' interpersonal intelligence is included in the medium category, namely as many as 20 respondents (66%). This shows that students at SD Negeri 1 Tugu Mulyo District Musi Rawas almost all have interpersonal intelligence.

Student achievement data using documentation techniques, the results of report cards obtained the highest score of 87 and the lowest score of 65. From the calculation results obtained the mean value (average value) of 77 and standard deviation of 6.800, the TSR that got a high score was 23% with the number of students 7, in the medium category 57% with 17 students, while in the low category 20% with 6 students.

Thus, it can be concluded that the learning achievement of students at SD Negeri 1 Tugu Mulyo District Musi Rawas is in the medium category (57%). Then the results of the analysis of the relationship between interpersonal intelligence and learning achievement at SD Negeri 1 Tugu Mulyo District Musi Rawas.

The results of this study indicate that the relationship between students' interpersonal intelligence has a significant influence on student achievement in SD Negeri 1 Tugu Mulyo District Musi Rawas. By looking at the table for the value of "r" product moment, it turns out that df is 28 at a significant level of 5% of 0.374. The result of the  $r_{xy}$  count (0.995) was greater than the r table 5%, meaning that there was a

significant influence between the interpersonal intelligence variable (X) and learning achievement (Y). Thus the alternative hypothesis (Ha) in this study is accepted and the hypothesis (Ho) in this study is rejected.

### ***Conclusion and Suggestion***

Based on data analysis and discussion of the results of the research that the authors did, it can be concluded that there is a significant relationship between interpersonal intelligence and student achievement in SD Negeri 1 Tugu Mulyo District Musi Rawas. This can be proven from statistical calculations, namely  $r$  arithmetic is greater than  $r$  table ( $0.995 > 0.347$ ) with a significant level of 5%.

Suggestion. Principals and teachers who have interpersonal intelligence are expected to be able to develop programs, strategies and activities to improve students' interpersonal intelligence. The program that has been prepared should not only be used as a formality, but must be followed by implementation with experience from the program. The implementation of the program should be supported by various parties in the school. If you want to get maximum intelligence, as a student, pay attention to what the teacher says. Make learning achievement a result that can motivate themselves to study harder and it is hoped that other researchers who want to carry out related to interpersonal intelligence relationships to apply to other materials or subjects in order to improve their learning achievement.

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