

## The Effect of Interpersonal Intelligence on Social Science Learning Outcomes; a Correlational Study of Grade V Students at Tonggalan Muhammadiyah Elementary School



Ailsa Mahardika Nahda<sup>1</sup>, Achmad Fathoni<sup>2</sup>

<sup>1,2</sup> Elementary School Teacher Education Study Program, Muhammadiyah University Surakarta

**ABSTRACT:** This research is motivated because there are still students getting scores below the KKM. Another problem found is that most students are less familiar with other students. This study aims (1) to determine whether there is an influence of interpersonal intelligence on social studies learning outcomes of fifth grade students of SD Muhammadiyah Tonggalan Klaten District. (2) To determine the percentage of the influence of interpersonal intelligence on social studies learning outcomes of fifth grade students of SD Muhammadiyah Tonggalan Klaten District. This type of research is ex post facto research. The population in this study were all fifth grade students of SD Muhammadiyah Tonggalan Klaten District, totalling 32 students, with total sampling technique. The instrument to measure emotional intelligence is a questionnaire, while the social studies learning outcomes instrument uses report card scores. Data analysis techniques using simple regression analysis. Based on the results showed that there is a significant influence of Interpersonal Intelligence on Social Studies Learning Outcomes of fifth grade students of SD Muhammadiyah Tonggalan Klaten District, with a p-value of  $0.000 < 0.05$ . The magnitude of the influence of Interpersonal Intelligence on Social Studies Learning Outcomes in fifth grade students of SD Muhammadiyah Tonggalan Klaten District is 62.10%, while the rest is influenced by other factors of 37.90% outside the study.

**KEYWORDS:** Interpersonal Intelligence, Social Studies Learning Outcomes

### INTRODUCTION

Learning activities are the most important activities in the entire educational process at school. Seeing the extent of students' success in learning, teachers carry out assessment activities which can be referred to as learning outcomes assessment. Assessment of student learning outcomes at the education level includes aspects of attitude, knowledge and skills. Assessment of learning outcomes by teachers is carried out in the form of tests, observations, assignments, and other forms (Mustika et al., 2021). However, there are factors that influence students' success in learning. Factors that influence students' learning success include: (1) children's intelligence; (2) children's readiness or maturity; (3) children's talent; (4) willingness to learn; (5) children's interest; (6) material presentation model; (7) teacher's personality and attitude; (8) learning atmosphere; (9) teacher competence; and (10) community conditions. Of these ten factors, children's intelligence has a major influence on their learning outcomes (Susanto, 2019).

Intelligence is the ability possessed by individuals or children to adapt to their environment and to solve the problems they face properly (Sternberg, 2018). The high and low intelligence possessed by students can affect students' understanding of the lessons given by the teacher so that it will also affect the high and low learning outcomes obtained even though it will not be separated by other factors. As expressed Wadji et al., (2018) that the level of learner learning outcomes is more influenced by internal factors from the learners themselves than external factors, where 70% of learner learning outcomes are influenced by the learners themselves and 30% are influenced by the environment around the learners. Each intelligence plays an important role in improving learner learning outcomes.

There are many kinds of potential intelligence possessed by a child. Gardner (Al Hosni & Al-Manthari, 2021) identified nine intelligences that humans possess: linguistic-verbal intelligence, mathematical-logical intelligence, spatial intelligence, musical intelligence, kinesthetic intelligence, naturalist intelligence, intrapersonal intelligence, interpersonal intelligence, and existential intelligence. The nine intelligences are often narrowed down to three intelligences, namely: (1) IQ (Intelligence Quotient) which includes mathematical-logical intelligence and linguistic-verbal intelligence. (2) EQ (Emotional Quotient) which includes

## **The Effect of Interpersonal Intelligence on Social Science Learning Outcomes; a Correlational Study of Grade V Students at Tonggalan Muhammadiyah Elementary School**

intrapersonal intelligence and interpersonal intelligence. (3) SQ (Spiritual Quotient) which includes existential intelligence. However, of the three intelligences, emotional intelligence consisting of intrapersonal and interpersonal intelligence is the aspect of intelligence that determines a person's success. If this is related to the learning process, these two intelligences can be used as factors that affect students' learning outcomes in a subject.

Interpersonal intelligence is the ability to relate to others. Interpersonal intelligence is the intelligence in understanding the teaching and learning process by interacting with others effectively (Sener & Çokçaliskan, 2018). According to Permendikbud No. 137 of 2014, interpersonal intelligence can be categorised as one of the abilities possessed by individuals in the aspect of social and emotional development. This intelligence is very important to have, because humans are social creatures who cannot live without other individuals. Interpersonal intelligence is the ability to understand other people; what motivates them, how they work, and how to co-operate with them (González-Treviño et al., 2020).

The development of interpersonal intelligence should be carried out from the basic level of education which is integrated through subjects at school. One of the subjects that must be taught in elementary school education is Social Studies. Social studies is a subject with a social clump that has a relationship with interpersonal intelligence. Social studies learning there are at least three intelligences that have a close relationship with social studies learning in schools. One of these intelligences is interpersonal intelligence. Social studies learning in elementary school basically aims to foster students to be able to understand the potential possessed in various aspects of their lives, appreciate the importance of social attitudes and be able to play a role as a good social person in the environment where they live (Yusrizal & Fatmawati, 2020). Social studies subjects should be able to bring students to the actual realities of life that can be lived. In line with that, Adnyana (2020) states that social studies as an educational programme and field of knowledge, not only presents social knowledge alone, but foster or forge students into citizens who have a responsibility to the community, nation and state. Social studies learning not only equips students with social knowledge, but furthermore seeks to foster and develop into Indonesian citizens who are socially skilled and intellectual as citizens who have social concerns and concerns that are responsible for realising national goals.

Researchers conducted observations at SD Muhammadiyah Tonggalan, Klaten District, and identified these problems, namely: (1) The low enthusiasm of students in following social studies learning, so that it affects the learning outcomes obtained by students. (2) Social studies learning outcomes are still in the low cognitive category, where there are still many students who get scores below the KKM. (3) Most learners are less familiar with other learners. (4) Smart learners prefer to work alone rather than in groups, learners still have difficulty in expressing conclusions, so they must be assisted by the teacher. (5) Some learners still need teacher guidance when given fairly easy practice questions. Based on several previous studies, it shows that there is a significant influence between interpersonal intelligence on the ability of students to learn (Hikmah & Eva, 2021). Research Irwansyah (2018) shows that there is a relationship between kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and Physical Education learning outcomes. Furthermore, research Laviyanto et al., (2022) showed that emotional and interpersonal intelligence had a significant effect on PAI learning outcomes. Research on interpersonal intelligence has been done a lot, but this remains an interesting thing to be a research especially there are differences in the results of previous studies.

Interpersonal intelligence should be seen as traits that need to be developed in every child or learner, regardless of their talents and abilities, to ensure that at their peak, children can use their talents and abilities to gain success and happiness in life. Learning outcomes should be orientated towards the development of learners' potential intelligence rather than solely on one type of intelligence. Therefore, to improve the quality of social studies learning, it is necessary to prove the contribution of interpersonal intelligence to social studies learning, especially in the aspect of learning outcomes. Based on this, this study aims (1) To determine whether there is an influence of interpersonal intelligence on social studies learning outcomes of fifth grade students of SD Muhammadiyah Tonggalan Klaten District. (2) To determine the percentage of the influence of interpersonal intelligence on social studies learning outcomes of fifth grade students of SD Muhammadiyah Tonggalan Klaten District.

### **METHOD**

This type of research is quantitative research with an ex post facto design. Ex post facto research is a study conducted to examine an event that has occurred and then look back to find out the factors that can cause the event. The population in the study were all fifth grade students of SD Muhammadiyah Tonggalan, Klaten District, totalling 32 students. The sampling technique used was total sampling, meaning that the entire population was used as a sample in the study. The instrument to measure emotional intelligence is a closed questionnaire. Indicators of interpersonal intelligence are social insight, social sensitivity, social communication which can be measured using a questionnaire with a Likert scale. The instrument used to determine the learning outcomes of social studies based on report card scores. Data analysis techniques using inferential

# The Effect of Interpersonal Intelligence on Social Science Learning Outcomes; a Correlational Study of Grade V Students at Tonggalan Muhammadiyah Elementary School

statistics, which consists of normality test, linearity test, and hypothesis testing. The analysis was conducted with the help of SPSS 22.0 for Microsoft Windows.

## RESULTS

The results of the descriptive statistical analysis of Interpersonal Intelligence and Social Studies Learning Outcomes of fifth grade students of SD Muhammadiyah Tonggalan, Klaten District are presented in Table 1:

**Table 2. Results of Statistical Descriptive Analysis**

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Interpersonal Intelligence	32	1.80	2.64	2.29	0.19
Social Studies Learning Outcomes	32	72.67	86.33	80.68	4.92

Based on Table 3, it shows that Interpersonal Intelligence has an average of 2.29 with a standard deviation of 0.19. Social Studies Learning Outcomes data has an average of 80.68, with a standard deviation of 4.92.

Furthermore, the prerequisite test was analysed, the first is the normality test of the data using the Kolmogorov-Smirnov method, the results are in Table 3:

**Table 3. Normality Test Analysis Results**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters <sup>a</sup>	Mean	0.0000000
	Std. Deviation	3.02939035
Most Extreme Differences	Absolute	0.150
	Positive	0.070
	Negative	-0.150
Kolmogorov-Smirnov Z		0.850
Asymp. Sig. (2-tailed)		0.466

Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov-Smirnov test, Asymp. Sig. (2-tailed)  $p = 0.466 > 0.05$ , which means the data is normally distributed.

The second prerequisite test is the linearity test. Linearity test data in the study used ANOVA method, the results are presented in Table 3:

**Table 4. Linearity Test Analysis Results**

Variabel	ANOVA Table		
	Mean Square	F	Sig.
Social Studies Learning Outcomes (Y) * Interpersonal Intelligence (X)	7.536	0.687	0.751

From Table 15, it can be seen that the effect of Interpersonal Intelligence (X) and Social Studies Learning Outcomes (Y) obtained a p-value of  $0.751 > 0.05$ . So, the effect between Interpersonal Intelligence (X) and Social Studies Learning Outcomes (Y) is declared linear.

After the prerequisite test is carried out, hypothesis testing is then carried out using the partial t test. The results of the Interpersonal Intelligence and Social Studies Learning Outcomes hypothesis test for fifth grade students of SD Muhammadiyah Tonggalan, Klaten District are presented in Table 5:

# The Effect of Interpersonal Intelligence on Social Science Learning Outcomes; a Correlational Study of Grade V Students at Tonggalan Muhammadiyah Elementary School

**Table 5. Hypothesis Test Results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.167	6.802		4.876	0.000
	Interpersonal Intelligence (X)	20.760	2.962	0.788	7.008	0.000

a, Dependent Variable: Social Studies Learning Outcomes (Y)

Based on Table 4 above, the simple linear regression equation can be determined as follows:

$$\text{Social Studies Learning Outcomes (Y)} = 33.167 + 20.760 \text{ Interpersonal Intelligence (X)}$$

The interpretation results of the simple regression equation above are as follows:

- The constant is 33.167, which means if the Interpersonal Intelligence (X) variable is equal to zero, then the Social Studies Learning Outcomes (Y) variable is only 33.167.
- The Interpersonal Intelligence (X) regression coefficient obtained a value of 20.760, which means that if Interpersonal Intelligence (X) increases, then Social Studies Learning Outcomes (Y) will decrease by 20.760.

Based on the results of the analysis, it can be seen that the t-value is 7.008 and the p-value is 0.000 < 0.05, then H0 is rejected, meaning that "there is a significant effect of Interpersonal Intelligence on Social Studies Learning Outcomes of fifth grade students of SD Muhammadiyah Tonggalan, Klaten District". The regression coefficient is positive, meaning that if students have high Interpersonal Intelligence, then Social Studies Learning Outcomes will be higher.

The Coefficient of Determination (R<sup>2</sup>) of the influence of Interpersonal Intelligence and Social Studies Learning Outcomes of fifth grade students of SD Muhammadiyah Tonggalan, Klaten District, the results of the analysis in Table 5.

**Table 5. Coefficient of Determination Analysis Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std, Error of the Estimate
1	0.788 <sup>a</sup>	0.621	0.608	03.07947

a, Predictors: (Constant), Interpersonal Intelligence (X)

The coefficient of determination R Square or Interpersonal Intelligence (X) in explaining or predicting the Social Studies Learning Outcomes (Y) variable is 0.621 or 62.10%. This means that the influence of Interpersonal Intelligence on Social Studies Learning Outcomes in fifth grade students of SD Muhammadiyah Tonggalan, Klaten District is 62.10%, while the rest is influenced by other factors of 37.90% outside the study.

## DISCUSSION

Based on the results of the study, it shows that there is a significant influence of Interpersonal Intelligence on Social Studies Learning Outcomes of fifth grade students of SD Muhammadiyah Tonggalan, Klaten District. The magnitude of the influence of Interpersonal Intelligence on Social Studies Learning Outcomes in fifth grade students of SD Muhammadiyah Tonggalan Klaten District is 62.10%, while the rest is influenced by other factors of 37.90% outside the study. This research is supported in research (Saputra, 2018) The results showed that there is a significant correlation between interpersonal intelligence and social studies learning outcomes of grade V students in SD Gugus IV Abiansemal in 2017/2018 academic year, with a positive correlation direction, meaning that the higher the interpersonal intelligence, the higher the social studies learning outcomes obtained by students. Research (Pitriana & Oktaviyanti, 2022) shows that there is a relationship between interpersonal intelligence and social studies learning outcomes of grade IV students at SDN 1 Wanasaba. Research conducted (Budiasningrum et al., 2020) The purpose of this study was to determine the relationship between interpersonal intelligence and parental attention with English speaking skills. The results show Interpersonal intelligence with English speaking skills, a positive relationship between parental attention with English speaking skills, and a positive relationship between interpersonal intelligence with English speaking skills.

Research conducted (Sener & Çoçalışkan, 2018) This study aims to uncover the multiple intelligences and learning styles of secondary school students. It also aimed to describe gender differences and the relationship between students' learning styles

## The Effect of Interpersonal Intelligence on Social Science Learning Outcomes; a Correlational Study of Grade V Students at Tonggalan Muhammadiyah Elementary School

and multiple intelligences. Analyses showed that there were significant differences between males and females. It was seen that most types of intelligence and learning styles had a moderate positive correlation. Research conducted (Inan & Erkus, 2017) The purpose of this study was to examine the effect of Mathematics worksheets based on Multiple Intelligences Theory on the academic achievement of grade 4 students. According to the results of the study, it shows that the Maths worksheets based on Multiple Intelligences Theory have improved students' academic achievement in general. Research conducted (Hardi et al., 2021) the results showed a positive relationship between interpersonal and linguistic intelligence and students' mathematics learning achievement. Although this study was limited to two intelligences, it is important to note that the findings of this study indicate that the number of intelligences at the dominant level can predict learning achievement in school.

Students' success in obtaining good social studies learning outcomes is influenced by intelligence factors, one of which is interpersonal intelligence. Students who have high interpersonal intelligence will be able to establish effective communication with others, be able to empathise with others, be able to develop harmonious relationships, be able to understand the feelings, intentions and goals of others so that they can provide appropriate responses and create success in interacting. All skills developed in interpersonal intelligence are very useful in the learning process, students can create effective, innovative, and creative learning so that the learning process becomes more optimal and learning outcomes get maximum results. Students who have a good level of interpersonal intelligence are expected to have the ability to communicate, interact and socialise. Interpersonal intelligence is the ability to understand other people; what motivates them, how they work, and how to work with them. Interpersonal intelligence is a person's ability to (Safutri et al., 2022). Children with good interpersonal intelligence will be formed as generally children with this intelligence have good performance in displaying potential. Other benefits of developing interpersonal intelligence as early as possible can shape a child's character and instil positive values in him such as self-confidence, independent thinking, a great sense of empathy and have a positive self-concept for himself. Interpersonal intelligence is very important in learning, without interpersonal intelligence students will experience difficult results in learning. This is because the concept of learning material requires high understanding. The lack of interpersonal intelligence can cause students to be passive and tend to be indifferent in learning. So that they are less able to interact with others and less able to cooperate.

The development of social studies learning can be done through children's intelligence. In addition to intrapersonal intelligence, there is another intelligence that also has a relationship with social studies learning, namely interpersonal intelligence. This intelligence is also included in the social intelligence family. Interpersonal intelligence, also known as interpersonal intelligence, is the ability to relate to other people. It is the ability to understand and predict the feelings, temperaments, moods, intentions and desires of others and respond accordingly. A child who has high interpersonal intelligence skills enjoys learning in groups, learning while interacting and working together, often feels happy to act as an arbiter or mediator in disputes and disagreements both at school and at home. If this intelligence is applied in social studies learning, of course the results that will be obtained in learning social studies will be more satisfying. Learning will be more lively and interesting with group learning and cooperation between students who can strengthen relationships and friendship between friends in the classroom.

### CONCLUSIONS

Based on the results showed that there is a significant influence of Interpersonal Intelligence on Social Studies Learning Outcomes of fifth grade students of SD Muhammadiyah Tonggalan Klaten District, with a p-value of  $0.000 < 0.05$ . The magnitude of the influence of Interpersonal Intelligence on Social Studies Learning Outcomes in fifth grade students of SD Muhammadiyah Tonggalan Klaten District is 62.10%, while the remaining 37.90% is influenced by other factors outside the study. Based on the research findings obtained, it is recommended that teachers further develop students' interpersonal intelligence through cooperative learning and emphasise interpersonal skills contained in social studies subjects so that in this case students can develop empathetic attitudes, be able to communicate effectively, build relationships / relationships with others which will be useful in the learning process and can maximise student learning outcomes. Based on the research findings obtained, it is recommended to students to be more active in the learning process, and instil interpersonal skills in themselves such as the ability to communicate effectively, understand the intentions of others, having an empathetic attitude and being able to listen well, because having high interpersonal intelligence will help the learning process to be more optimal so that it can improve student learning outcomes, especially in social studies subjects.

### REFERENCES

- 1) Adnyana, K. S. (2020). Peran Ilmu Pengetahuan Sosial dalam Pembentukan Karakter. *Edukasi: Jurnal Pendidikan Dasar*, 1(1), 11–20.

## The Effect of Interpersonal Intelligence on Social Science Learning Outcomes; a Correlational Study of Grade V Students at Tonggala Muhammadiyah Elementary School

- 2) Al Hosni, A. A., & Al-Manthari, R. S. (2021). Multiple Intelligences among Ninth-Grade Students in the Sultanate of Oman. *World Journal of Education*, 11(2), 15–23. <https://doi.org/10.5430/wje.v11n2p15>.
- 3) Budiasningrum, R. S., KOMARIAH, N. G., & Agoestyowati, R. (2020). The Relationship Between Interpersonal Intelligence And Parents'attention. *International Journal Of Multi Science*, 1(07), 44–53.
- 4) González-Treviño, I. M., Núñez-Rocha, G. M., Valencia-Hernández, J. M., & Arrona-Palacios, A. (2020). Assessment of multiple intelligences in elementary school students in Mexico: An exploratory study. *Heliyon*, 6(4). <https://doi.org/10.1016/j.heliyon.2020.e03777>.
- 5) Hardi, F., Tamur, M., & Nendi, F. (2021). The relationship between interpersonal intelligence and linguistic intelligence with mathematics learning achievement in high school students. *Journal of Didactic Mathematics*, 2(2), 71–75. <https://doi.org/10.34007/jdm.v2i2.840>.
- 6) Hikmah, N., & Eva, L. M. (2021). Pengaruh Kecerdasan Interpersonal Terhadap Kemampuan Pemecahan Masalah Matematika. *Diskusi Panel Nasional Pendidikan Matematika*, 7(1).
- 7) Inan, C., & Erkus, S. (2017). The Effect of Mathematical Worksheets Based on Multiple Intelligences Theory on the Academic Achievement of the Students in the 4th Grade Primary School. *Universal Journal of Educational Research*, 5(8), 1372–1377. <https://doi.org/10.13189/ujer.2017.050810>.
- 8) Irwansyah, D. (2018). Analisis Kecerdasan Kinestetik, Interpersonal dan Intrapersonal dengan Hasil Belajar Pendidikan Jasmani. *JEHSS: Journal of Education, Humaniora and Social Sciences*, 1(1), 48–51. <https://doi.org/10.34007/jehss.v1i1.7>.
- 9) Laviyanto, N. A., Syaifullah, M., & Jaenullah, J. (2022). Pengaruh Kecerdasan Emosional dan Interpersonal Terhadap Hasil Belajar PAI Siswa SMA Ma'arif Bumirestu Palas Lampung Selatan. *Jurnal Al-Qiyam*, 3(1), 52–57. <https://doi.org/10.33648/alqiyam.v3i1.186>.
- 10) Mustika, D., Ambiyar, A., & Aziz, I. (2021). Proses penilaian hasil belajar kurikulum 2013 di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6158–6167. <https://doi.org/10.31004/basicedu.v5i6.1819>.
- 11) Pitriana, A., & Oktaviyanti, I. (2022). Hubungan Kecerdasan Interpersonal Dengan Hasil Belajar IPS Siswa Kelas IV di SDN 1 Wanasaba. *Journal of Classroom Action Research*, 4(3), 1–9.
- 12) Safutri, L. W., Sujati, H., Mustadi, A., & Ndayisenga, J. (2022). The Effect Of Social Skill And Interpersonal Intelligence On Students' Learning Independence Grade IV Elementary School In Madya, Yogyakarta City. *Journal of Positive School Psychology*, 6(7), 4454–4460.
- 13) Saputra, D. (2018). Korelasi Antara Kecerdasan Interpersonal Dengan Hasil Belajar Ips Siswa Kelas V Di Sd Gugus Iv Abiansema Tahun Pelajaran2017/2018. *Indonesian Journal Of Educational Research and Review*, 1(1). <https://doi.org/10.23887/ijerr.v1i1.14618>.
- 14) Sener, S., & Çokçaliskan, A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies*, 6(2), 125–132. <https://doi.org/10.11114/jets.v6i2.2643>.
- 15) Sternberg, R. J. (2018). *Theories of intelligence*. <https://doi.org/10.1037/0000038-010>.
- 16) Susanto, A. (2019). Teori Belajar dan Pembelajaran di Sekolah Dasar Edisi Kedua. *Prenada Media Group*.
- 17) Wadji, M., Azis, A. A., & Ngitung, R. (2018). Hubungan kecerdasan naturalistik, kecerdasan interpersonal dan kecerdasan intrapersonal dengan hasil belajar biologi siswa kelas XI IPA SMA negeri di kota Makassar. *Journal of Biological Education*, 2(1), 13–19.
- 18) Yusrizal, Y., & Fatmawati, F. (2020). Pengaruh Model Reciprocal Teaching dan Kecerdasan Intrapersonal terhadap Hasil Belajar IPS Siswa. *Jurnal Tematik*, 10(2), 90–95.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.