

The Effect Of Social Skill And Interpersonal Intelligence On Students' Learning Independence Grade IV Elementary School In Madya, Yogyakarta City

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Abstract:

Background: Learning has a strong important on the development of human resources. This look out **aim** was to determine the effect of Social Skill and Interpersonal Intelligence on Students' Learning Independence **This research was a quantitative** study. The research sampling were 273 grade IV students in Madya, Yogyakarta City taken by Stratified Random Sampling. Data collecting technique with observation and psychological scale by designing an instrument. The data have been analyzed by ANAVA, and (R2) with SPSS software version 23. The result showed that there was a significant effect of social skills and interpersonal intelligence on learning independence of fourth grade elementary school students in Madya Yogyakarta with F count 162.804, and the significance P value is $0.000 < 0.05$. The value of R square was 0.547. That was, social skills(X1) and interpersonal intelligence (X2) simultaneously has a significant effect on learning independence (Y) within 54.7%. **In conclusion** social skills and interpersonal intelligence have important roles in increasing human resources quality life.

Keywords: social skill, interpersonal intelligence, independent learning

Introduction

Education is an important aspect for the development of human resources (Muhrifan Fauzi, 2016:1). A person's education has the potential to improving the quality of himself and the people around him to obtain better life. The condition of education faced by the Indonesian nation today tends to experience dynamics (Ningsih, 2015:7). Education is difficult to achieve if education only emphasizes cognitive aspects, or only oriented to getting grades even though family and friends' school is recognized as the main institution and agent of character education, it is necessary involvement of all

parties. Education quality will be able to help students in the process of self-development, namely: development of all potentials, abilities, skills, and personality characteristics to the direction of positive character values that will strengthen national identity and identity which he has (Indah Syamitha, 2020: 3).

When viewed from the priority of education, education also has an important role in ensuring the development and survival of a nation (Law of the Republic of Indonesia Number 2 of 1989). Advances in technology have had a positive impact on education (Astuti, Nurmawati, 2014:2). Advances in communication technology

make it easier humans to interact with one another, carry out their activities, and to obtain the information they need. Technology was created for provide convenience for individuals. Irfan (2020:159) stated that students who have a low level of independence affect the difficulty of managing time in learning, cannot set the direction of the goal and cannot step must be done in completing the task of a teacher. Declared Maratusyosee (2021:237) if the ability to learn independence is not met then a learning will not be carried out well. Next Irfan (2020:159) states that students who have independent learning will be able to solve problems all the problems. Independent learning can be influenced by internal factors and external factors (Nurfaadhilah, 2020:5). Internal factors are all influences that come from within a person itself such as physical maturity, intelligence, and developmental factors while external factors are influences that comes from outside a person such as parenting, environment and social.

The independence of the child is closely related to the child as an individual who has interpersonal intelligence and social skills (Rusmayadi, 2019:24). Skills social media that builds shared thinking in generating ideas based on the ability of each child which leads to the child's independence. With Thus, the independence of children needs serious attention for parents and teachers. One of the determinants of a child's independence is interpersonal intelligence (Rusmayadi, 2019:2). Children who have low interpersonal intelligence tend to insensitive, uncaring, selfish, and offending others (Yenti, 2018:28).

Interpersonal intelligence leads to active learning in the classroom (Azizah, 2016:6).

In addition to the factors of interpersonal intelligence and social skills, learning independence is also important influenced by the physical maturity factor (Fenny, 2019:407). Physically a boy and girls have obvious differences in development independence

(Nurfaadhilah, 2020:5). In the development of physical maturity or the physical child in question is the child's activity as a result of a good response from outside or from within the child (Asmarani, 2019:76). Independence in children generally associated with the child's physical abilities (Fenny, 2019:407). Children have good physical abilities can do everything on their own without the help of others.

Since the authors realized that there are students who are still faced difficult to apply zoom so that in the era of covid 19, there are still many students who do not interact with classmates, the low level of student independence in learning with the level of independence in learning from low to moderate as many as 57.88% of the 273 students sampled study, less interesting learning given by the teacher in class and finally lack of communication between teachers and students resulting in interactions between students and teachers and students do not run smoothly. Therefore, this manuscript aims: (i) to determine the effect of social skills and interpersonal intelligence simultaneously to independent learning, (ii) to determine the effect of social skills partially on independence study, (iii) to determine the influence of interpersonal intelligence partially on learning independence.

This research is expected to contribute ideas and starting point for further and more specific research on social skills and interpersonal intelligence on student independence in elementary school. In addition, students with social skills and interpersonal intelligence are expected to be able to gain valuable experience and skills so that they can be used as an exercise to learn learning together with friends of same age. For teachers who want to apply social skills and interpersonal intelligence concepts in learning in elementary school can be used as an example in apply learning.

Interpersonal intelligence can also be said as social intelligence as a person's abilities and skills in creating relationships, building

relationships, relationships and maintain social relations so that both parties are in favorable situation (Safaria, 2005: 23). Social and interpersonal words only only the mention is different, but both explain the same meaning and essence. Lwin (2008: 197) describes interpersonal intelligence as the ability to understand and predict feelings, temperaments, moods, intentions, and the wishes of others and then respond appropriately. The author concluded that interpersonal intelligence is the ability to understand the intentions and feelings of others so that relationships are created in harmony with others. Interpersonal intelligence is important in life humans because basically humans cannot be alone. Many activities in human life are related to other people, so is a child in need the support of the people around him. Children's social skills are established through relationships with their peers.

Ria (2013:11) stated skills social skills is a skill in getting along with other people, meanwhile Merrell provide an understanding of social skills as specific behavior, initiative leads on the expected social outcomes as a form of one's behavior. Social skills are an individual's ability to communicate effectively with others both verbal and nonverbal according to the situation and conditions that existed at that time, where this skill is a learned behavior.

Based on these opinions and definitions, it can be concluded that the conceptual definition of social skills is the ability to perform social interaction both verbally and non-verbally that can be accepted or responded to (responded) and useful for himself and others and one's abilities in balancing the ability of culturally expressed thinking processes, such as sharing, helping someone in need and expressing sympathy.

Social skills are also a way for a person to be able to get along with his environment This is done by establishing communication and forms of behavior. Great social skills owned by a child helps him to make it easier to adjust with the

community environment and obey the norms that apply in that place. Children who have good social skills will be able to respect others, not individual, and easy to make friends with other people. With good social skills, children will be able to adjust with the environment, considering that one day the child will grow up and mingle with a more complex environment which of course has a very strong. Thus, interpersonal intelligence and social skills provide considerable influence on the behavior of independence in early childhood. So that this research more focused, it can be seen from the chart frame of mind on interpersonal intelligence, the following social skills and their relation to student learning independence:

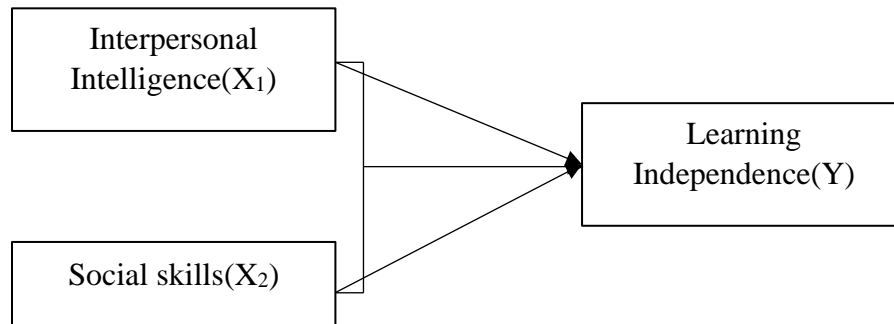
Research Methods

This research is a quantitative study conducted in grade IV students in Madya, Yogyakarta City. The research design was ex post facto design, with is research conducted without any control over the independent variables when conducting research on the dependent variable. Sampling in this study the author uses the Propionate technique Stratified Random Sampling. This technique is almost the same as simple random sampling, but the determination of the sample takes into account the strata (levels) that exist in the population (Noor, 2011:152). In this study, taking sampling is done by dividing the population into three parts, namely the northern strata, middle, and southern strata. The sample size in this study was 273 students. In addition, data collection has been carried out using two techniques namely: observation and psychological scale by designing an instrument. The designed instrument was made to obtain data on the interpersonal intelligence, social skills and learning independence using scale which has been distributed to fourth grade students at State elementary school in Madya, Yogyakarta city. The data have been analyzed by ANAVA, and (R2) with SPSS software version 23.

The procedure of the Research

This research has been analyzed through

the following variables and they have been presented on the structure model below



Based on the theoretical study and framework of thinking above, the researcher formulates the hypothesis in this study are as follows:

1. Social skills and interpersonal intelligence simultaneously affect significant to independent learning.
2. Social skills partially have a significant effect on learning independence
3. Interpersonal intelligence partially has a significant effect on independence study

which was given to 273 fourth grade students at State Elementary Schools in Yogyakarta. In this study, the independent variables consist of Social Skills (X1) and Intelligence interpersonal (X2) and the dependent variable is learning independence (Y). The analysis technique used for hypothesis testing and this research was regression test multiple linear, and F Test (Simultaneous Effect). The F test is used to test the hypothesis whether the independent variables are jointly the same (simultaneous) effect on the dependent variable. H3 reads "There is a simultaneous effect significant relationship between social skills and interpersonal intelligence on independence learning for fourth grade elementary school students throughout Yogyakarta City". The results of the analysis in Table 4.13 as following:

Result

The results of this study were obtained based on data obtained through a psychological scale

Table 1: Results of F Test Analysis (Simultaneous) With ANAVA

| Model | | Sum of Squares | df | mean Square | F | sig, |
|-------|------------|----------------|-----|-------------|----------------|--------------|
| 1 | Regression | 7667,844 | 2 | 3833,922 | 162.804 | 0.000 |
| | Residual | 6358,295 | 270 | 23,549 | | a |

| | | |
|---|----------|-----|
| Total | 14026,13 | 272 |
| | 9 | |
| a, Predictors: (Constant), Interpersonal Intelligence (X2), Skills Social (X1) | | |
| b, Dependent Variable: Independent Learning (Y) | | |

Based on Table 1 above, the F count coefficient is 162.804 and the significance value is $0.000 < 0.05$, then H_0 is rejected, meaning "There is a significant effect of social skills and interpersonal intelligence on learning independence of fourth grade elementary school students in Madya Yogyakarta", **accepted**. Furthermore, if the values of F count and F table are known, then step the next step is to find R square to find out the

percentage of simultaneous effect of X1 and X2 against Y and calculated via SPSS for windows version 20. Furthermore, to determine the percentage of the partial effect of X1 and X2 significant to Y then it is done through Microsoft Excel using the donation formula effective and relative contribution. The results of the partial effect test are presented in table 4.14 as follows:

Table 2: Results of the Coefficient of Determination Analysis (R2)

| Model Summary | | | | | |
|---|--------|----------|-------------------|----------------------------|---------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | 0.739a | >47 a, | s: (Constant), | 0.543 | 4.85276 |
| Interpersonal Intelligence (X2), Social Skills (X1) | | | | | |

Based on the table above, it is known that the value of R square is 0.547. That is, X1 and X2 simultaneously has a significant effect on Y by 54.7%. After the simultaneous effect of X1 and X2 on Y is obtained, then the next step is a hypothesis test through t test to determine the percentage of the partial effect of X1 on Y and partial effect of X2 on Y. an independent variable is said to be partially influential significant to Y, if $t \text{ count} > t \text{ table}$ (Kadir, 2016:195). In this

study, t count was calculated using SPSS for windows version 20. **b. t test (Partial Effect)**. T test (partial) was conducted to determine the significance of each independent variable namely social skills and interpersonal intelligence on the independent learning of class students fourth grade elementary school in Yogyakarta. The results of the t-test analysis (partial) are presented in Table 4.15 as follows.

Table 3: Results of Partial Test Analysis (T-test) Coefficients

| Model | Unstan | dardized | Standardized | t | sig, |
|------------|----------|--------------|--------------|--------|------|
| | Coef | ficients | Coefficients | | |
| | B | std, | Beta | | |
| | | Error | | | |
| (Constant) | 34,426 | 3,008 | | 11,444 | ,000 |

| | | | | | | |
|---|----------------------|--------------|--------------|--------------|---------------|--------------|
| 1 | Skills | 0.405 | 0.035 | 0.531 | 11,520 | 0.000 |
| | Social (X1) | | | | | |
| | Intelligence | 0.317 | 0.045 | 0.326 | 7,066 | 0.000 |
| | Interpersonal | | | | | |

a, Dependent Variable: Independent Learning (Y)

Based on the results of the table above, it is known that the significant value is 0.000 (0.000 < 0.05) with the t count value of X1 which is 11,520. Furthermore, it is known that the t count

X2 is 7.066. Then, can concluded that the variables X1 and X2 partially have a significant effect on Y.

Table 4: Partial Effect Test Results

| Variable | Donations Effective | Donations Relatively | T count | Significance |
|---------------------------------|---------------------|----------------------|---------|--------------|
| Social Skills (X1) | 35.89% | 66.09% | 11,5 | 0.000 |
| Interpersonal Intelligence (X2) | 18.41% | 33.91% | 7,066 | 0.000 |
| Amount | 54.30% | 100.00% | 6 | |

Based on the results of the study, it is known that the effective contribution of skills social (X1) on learning independence (Y) of 66.09% and the effective contribution of intelligence interpersonal (X2) on learning independence (Y) of 18.41%. Skill T count score social (X1) of 11.520 and a significance of 0.000, the t count value of interpersonal intelligence (X2) is 7,066 and 0.000 significance. The value of t table $a/2$ is $0.05/2 = 0.025$ while the degree of freedom (df) = and or $273-2 = 271$, the t- table value is 1.969. If we compare the value of t count > t table (11,520 > 1,969 and 7.066 > 1.699) and the significance value of the two variables is less than 0.05 (0.000 < 0.05 and 0.000 < 0.05). So, it can be concluded that social skills and intelligence interpersonal partially significant effect on learning independence

Discussion

The result from the study showed that social skills and interpersonal intelligence have a significant influence on learning independence of fourth

grade elementary school students in Madya Yogyakarta with F count coefficient 162.804 and the significance value is 0.000 < 0.05. A similar study has been conducted to determine the effectiveness of social skills education programs applied to pre-primary education. Children aged 48-60 months with school self-esteem and problem-solving skills. Analyzes resulted in a significant difference ($p < 0.05$). It was decided in favor of post-testing between children's outcomes before and after social skills education programs. Durability tests found the social skills education program to be durable (ÖZBEY & KÖYCEĞİZ, 2020). Another study has been done social skills are considered to be one of the most important factors for an individual's success or failure in society. The lack of research in this area, coupled with its considerable importance, motivated this research. result Talented school students have shown that they have very high appropriate social skills Cheeky, no significant difference was observed with the other components. Teaching the right society by

providing skills, opportunities and experiences that enhance social interaction, students practice and apply social strategies and skills to all environments and situations of life (Daraee, Salehi, & Fakhr, 2016). The analyzing from the study above has shown that social skills and intellectual independent have a strong positive impact on learning within 57%. A similar look out suggested that social factors such as social presence, social interaction, social space, social identity, social influence, and social support were found. It has a significant impact on student satisfaction with online learning.

Investigated factors account for about 56% of the total variance in student satisfaction (Alenezi, 2022). Education is an important aspect of human resource development. A person's education can improve the quality of himself and those around him in order to lead a better life. Child independence is closely related to children as individuals with interpersonal intelligence and social skills.

Conclusion

The study aims were to find out the relationship between the (1) Social skills and interpersonal intelligence on independent learning, (2) Social

skills partially effect on learning independence, (3) Interpersonal intelligence partially effect on independence study. The final result showed that there was strong significant positive impact from social skills and intellectual independent on learning student.

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