

CORRELATION RELATIONSHIPS BETWEEN PERCEPTION OF INTERPERSONAL INTELLIGENCE WITH AFFECTIVE STUDENTS IN CURRICULUM DEVELOPMENT IN ELEMENTARY TEACHER EDUCATION STUDY PROGRAM OF PAKUAN UNIVERSITY

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Abstract. This research is a correlational design and quantitative research model. The purpose of this study was to describe information about the correlation relationship between Interpersonal Intelligence Perception and Affective Students in Curriculum Development Courses in fifth Semester students of the Elementary Teacher Education Study Program (PGSD) of Pakuan University. Based on the results of research on questionnaire data recapitulation and documentation, it can be concluded that there is a positive and significant relationship between the perceptions of interpersonal intelligence with the affective variables of the fifth semester students of class A and B PGSD Study Program, which means the more interpersonal intelligence students have, the more also high affective, and vice versa the lower the interpersonal intelligence, the lower the affective. The relationship can be seen from the price coefficient of 0.921, which means that the relationship between variables is very strong. The coefficient of regression equation $\hat{Y} = 23.67 + 0.68X$, which means that each increase in one unit of interpersonal intelligence will increase the effectiveness of 0.68 units. The contribution of perceptions of interpersonal intelligence in increasing affective is 0.53 or 53% and the remaining 47% can be influenced by several other factors.

Keywords: Interpersonal Intelligence Perception, Affective Students

I. INTRODUCTION

Education is the most important factor and the main priority that needs serious attention from all parties, because education is the determinant of the future progress of the nation [1]. National goals and ideals, for the intellectual life of the nation contained in the 1945 Constitution. The government and the community continue to seek the development of education for the realization of an independent, superior nation and ready to face the world of globalization [2].

One goal of education is to develop intelligence. Gardner defines intelligence as the ability to solve problems or create something of value in a culture. Diverse intelligence revealed 8 kinds of multiple intelligences, namely: Linguistic Intelligence, Logical-Mathematical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence, Musical Intelligence, Visual-spatial Intelligence, Kinesthetic Intelligence, Naturalist Intelligence. Parenting is a habit that is usually done by fathers and mothers applied to children in its development, various forms of parenting can be applied to children, but it is very wise if the parenting style to be given to children is adjusted to the age and ability of children [3]. Suchyadi revealed that differences in the character of children with diverse

needs would require the ability of teachers to combine various abilities and talents of each child [4].

Based on the results of observations on the fourth semester students in the Primary School Teacher Education and Education Study Program at Pakuan University, each student in the class has diverse characteristics, both in terms of attitude and skills. So that the student's affective development is less visible to the lecturer. If student affective develops negatively until adulthood will affect the perception of interpersonal intelligence. It is also known that students lack positive interaction with the surrounding environment. Students are less confident to express their opinions. Students are less interested in developing interpersonal intelligence, students lack interpersonal intelligence.

The task of a lecturer in this case is as an educator as well as parents of students on campus, so that they are required to guide students in mastering insight, knowledge, and good communication and socializing by provoking interpersonal intelligence that is in line with the perceptions of experts.

Perceptions of interpersonal intelligence of students who are well developed and processed will improve the ability of students both in academic and non-academic, so that the formation of capable, intelligent, well-communicating, noble students and easy to adapt to lessons, lecturers and classmates.

Affective

Understanding the characteristics and development of student affective aspects is one of the factors to achieve good results in a learning process, not only on academic results but also on moral formation. This is reinforced by Bloom's theory quoted by Dharma [5] that educational goals are divided into 3 domains, one of which is Affective Domain, which contains behaviors that emphasize feelings and emotions, such as interests, attitudes, appreciation, and ways of adjusting.

Student skills in communicating with lecturers and colleagues on campus can be a reference for teachers to capture the positive development of student affective, which is used as an assessment material for the development of student attitudes. This is in line with what was stated by Supardi [6] which states that affective is a feeling that a person has in the form of a tendency to act, think, perceive in the face of objects. Kompri [7] Represents that affective consists of categories (1) acceptance, (2) participation, (3) attitude assessment, (4) organization, and (5) formation of lifestyle. explanation from Supardi [6] and Rusdiana [8], there are 5 (five) types of affective characteristics that are important, namely attitudes, interests, self-concept, values, and moral.

The importance of the assessment of affective learning makes many benefits in the process and after the learning process and can be used for various groups. Basuki [9] mentions that there are a number of additional benefits from affective namely as follows: 1) Increase the interest of students who are slow to learn to participate in class activities. 2) Increase self-motivation of students who are slow to learn to participate in class activities. 3) Awaken and increase understanding of the importance of education in the minds of all students.

Affective is a feeling of someone who can influence attitudes, interests, self-concepts, values, and morals that can be associated with social science in which more knowledge about socializing and interacting with other individuals. And divided into 5 levels that are final. The indicators of student affective are: (1) Response to Social Sciences subjects, (2) interest in Social Sciences subjects, (3) Attitudes of students during learning Curriculum Development courses.

Perception of Interpersonal Intelligence

One of the abilities needed in social life is the ability to socialize well. This ability is one part of interpersonal intelligence. Interpersonal intelligence according to Azwar [10] is an ability used in communication, the ability to understand and interact with other people

the theory put forward by May Lwin et.al. [11] that interpersonal intelligence is the ability to

understand and estimate the feelings, temperaments, moods, intentions and desires of others and respond appropriately.

The explanation was also strengthened by Chatib [12] who explained that interpersonal intelligence is the ability to understand and interact with others effectively.

This is in line with the presentation of Prasetyo [13] Individuals who have good interpersonal intelligence then have the capacity to manage relationships with other people with the main activities of communicating, working together, and undergoing social relations with others.

This is reinforced by the theory of Schmidt that children with this intelligence are usually good at getting along and having many friends. In Yaumi [14] opinion To be able to develop and construct interpersonal intelligence possessed by students, various appropriate learning activities can be seen as follows: 1) Jigsaw, 2) teaching peers, 3) teamwork, 4) identifying group work and team, 5) type of cooperation, 6) group discussion, 7) practice of empathy, 8) giving feedback, 9) simulation, 10) making and conducting interviews, 11) making and doing, 12) guessing other people's characters.

The perception of interpersonal intelligence is the way each individual views the ability to understand and interact effectively with others, the ability to empathize, sympathize, and the ability to understand the moods, intentions and feelings of others. Perception of intelligence is closely related to how a person in a relationship and the skills to interact with others, establish relationships with other people and individuals who are intelligently interpersonal have the ability to describe and capture differences in gestures, goals, motivations, feelings of people other. The indicators of perceptions about interpersonal intelligence are: (1) Establishing social relationships well, (2) dealing with people attentively, (3) encouraging others to tell their stories, (4) being sensitive to people's feelings and gestures, (5) can adapt easily.

II. RESEARCH METHODS

In general, this research was carried out with a survey method through a correlational study approach. Correlational studies are studies that study the relationship of two or more variables, namely the extent to which variations in one variable are related to variations in other variables. While the survey method is a method used to collect data or information on research variables, namely perceptions of interpersonal and affective intelligence about the interceptions of interpersonal intelligence with affective curriculum development courses for fourth semester students Study Program Elementary School Teacher Education

Faculty of Teacher Training and Education in 2016 Academic Year.

In particular, this study aims to determine the relationship between Interpersonal Intelligence Perception and student affective. The method used in this study is a survey method with a correlational approach. The research variable consisted of independent variables namely Student Interpersonal Intelligence Perception (X) with the dependent variable namely student affective (Y).

To get data in the field, a questionnaire was prepared based on the indicators in the research variable. The primary data needed is data on students' Interpersonal Intelligence Perception with the dependent variable, namely the affective of PGSD students at the University of Pakuan.

III. RESULTS AND DISCUSSION

Based on the results of hypothesis testing, it is proven that the proposed hypothesis can be received significantly. Overall, this study shows that there is a positive relationship between students' interpersonal intelligence perceptions and affective PGSD students at Pakuan University. Functional relationships formed between independent variables and dependent variables indicate that Student Affective is the result of the variable Interpersonal Intelligence Perception of PGSD students at the University of Pakuan. The description of the hypothesis is explained as follows.

Relationship Between Student Interpersonal Intelligence (X) and Student Affective (Y)

The results of data analysis and hypothesis testing obtained data that there is a relationship between perceptions of interpersonal intelligence with affective semester IV students of class A and B PGSD Study Program. The results of product moment correlation analysis show a correlation coefficient of 0.853. This shows a high correlation between the perception of interpersonal intelligence with affective and positive direction, which means that if interpersonal intelligence is high then affective will be high and vice versa.

Based on the results of the significance test the correlation coefficient obtained $t = 15.52$ while t table with $\alpha = 0.05$ and dk 43 for 1.08. Comparison of the two values obtained shows that $t_{count} > t$ table means that the correlation between the perception of interpersonal intelligence (X) and affective (Y) is very significant, the correlation coefficient obtained is positive, it can be said that the correlation coefficient between interpersonal (X) and affective (Y) is positive

and very significant. That is, the height of interpersonal intelligence is also high affective.

The strength of the relationship between perceptions of interpersonal intelligence and affective results in the regression coefficient of perceptions of interpersonal intelligence (X) 0.68, meaning that each increase in one unit of the perception variable interpersonal intelligence will cause an increase in affective 0.68 units. The relationship between perceptions of interpersonal intelligence and affective is expressed in the regression equation as follows $\hat{Y} = 23.58 + 0.68X$.

The perception of interpersonal intelligence has a contribution to affective indicated by coefficient (r^2) of 0.53 with a coefficient of determination of 53%. This means that every increase or decrease in interpersonal intelligence is influenced by affective achievement of 53% while 47%, the rest is influenced by other factors.

The calculation results above are supported by the results of research by Fitria Aprilia [15] in her thesis entitled "The Relationship Between Interpersonal Intelligence and Juvenile Delinquency Behavior". This research was conducted at Grobogan State High School 2013/2014 academic year. Factors that influence juvenile delinquency include extrinsic factors and intrinsic factors. Sharif & Roslan [16] examines the factors that influence adolescents involved in social problems in the Tunas Bakti School, Sungai Lereh, Malacca. High Rank and Low Rank obtained results that there was a significant negative correlation ($r = -0.1227$; $p = 0.017$) negative correlation to sexual misbehavior although not significant ($r = -0.0538$; $p > 0.05$). These factors are self-factors, family background factors, forms of peer influence and problems that manifest themselves in the school environment. Study results show that self-factors most influence adolescents involved in social problems compared to other factors.

Based on the calculation of statistical analysis, it can be seen that affective students are influenced by interpersonal intelligence. If interpersonal intelligence has been owned and can be explored optimally, then it will have a positive effect on affective.

IV. CONCLUSION

Based on the results of research on questionnaire data recapitulation and documentation, it can be concluded that there is a positive and significant relationship between the perceptions of interpersonal intelligence with the affective variables of the fifth

semester students of class A and B PGSD Study Program, which means the more interpersonal intelligence students have, the more also high affective, and vice versa the lower the interpersonal intelligence, the lower the affective.

The relationship can be seen from the price coefficient of 0.921, which means that the relationship between variables is very strong. The coefficient of regression equation $\hat{Y} = 23.67 + 0.68X$, which means that each increase in one unit of interpersonal intelligence will increase the effectiveness of 0.68 units. The contribution of perceptions of interpersonal intelligence in increasing affective is 0.53 or 53% and the remaining 47% can be influenced by several other factors.

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