

The Relationship of Interpersonal Intelligence with Student Learning Outcomes in The Subject of Characteristics at MIS Miftahul Hasanah

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ABSTRAK

Penelitian ini dilakukan dengan cara penelitian lapangan (*field research*) yaitu mengumpulkan data yang bersifat kuantitatif. Penelitian ini menggunakan data skunder yang diperoleh dari penyebaran angket (kuesioner), dengan jumlah sampel sebanyak 30 siswa. Penelitian ini bertujuan untuk mengetahui hubungan kecerdasan interpersonal dengan Hasil Belajar Akidah Akhlak di MIS Miftahul Hasanah. Hasil belajar peserta didik Kelas V di MIS Miftahul Hasanah dalam mata pelajaran akidah akhlak kategori rendah dimana setelah diklasifikasikan 26% mendapat nilai 93-100, 43% siswa mendapat 84-92, sedangkan 31% siswa mendapat nilai 75-83. Hasil belajar peserta didik Kelas V di dalam mata pelajaran akidah akhlak sesudah menggunakan pendekatan *kecerdasan interpersonal* termasuk dalam kategori kategori sangat dimana setelah diklasifikasikan 50% mendapat nilai 93-100, 30% siswa mendapat 84-92, sedangkan 20% siswa mendapat nilai 75-83. Hubungan kecerdasan interpersonal berhubungan terhadap hasil belajar akidah akhlak kelas V di MIS Miftahul Hasanah. Berdasarkan nilai $t_{hitung} (15,736) > t_{tabel} (1,69236)$. Hal ini juga didukung oleh koefisien determinasi (R^2) sebesar 92,9% yang menunjukkan bahwa variabel independen kecerdasan interpersonal mampu menjelaskan sebanyak 92,9% perubahan dari variabel dependen yaitu hasil belajar akidah akhlak. Sedangkan sisanya sebesar 7,1% dijelaskan oleh variasi atau faktor lain yang tidak dimasukkan dalam model penelitian ini. Berdasarkan hasil penelitian yang telah diuraikan secara statistik, dapat diketahui bahwa kecerdasan interpersonal secara simultan berhubungan positif dengan hasil belajar akidah akhlak kelas V di MIS Miftahul Hasanah.

Keyword: Kecerdasan Interpersonal, Hasil Belajar, Karakteristik

ABSTRACT

This research was carried out by means of field research, namely collecting quantitative data. This research uses secondary data obtained from distributing questionnaires, with a sample size of 30 students. This research aims to determine the relationship between interpersonal intelligence and Aqidah Moral Learning Outcomes at MIS Miftahul Hasanah. The learning outcomes of Class V students at MIS Miftahul Hasanah in the subject of moral beliefs are in the low category where after being classified, 26% got a score of 93-100, 43% of students got a score of 84-92, while 31% of students got a score of 75-83. The learning outcomes of Class V students in the subject of moral beliefs after using the interpersonal intelligence approach are included in the very category where after being classified 50% got a score of 93-100, 30% of students got a score of 84-92, while 20% of students got a score of 75-83. The relationship between interpersonal intelligence is related to the learning outcomes of class V moral beliefs at MIS Miftahul Hasanah. Based on the value of $t_{(count)} (15,736) > t_{table} (1,69236)$. This is also supported by the coefficient of determination (R^2) of 92.9%, which shows that the independent variable interpersonal intelligence is able to explain 92.9% of changes in the dependent variable, namely learning outcomes of moral beliefs. Meanwhile, the remaining 7.1% is explained by variations or other factors not included in this research model. Based on the research results that have been described statistically, it can be seen that interpersonal intelligence is simultaneously positively related to the learning outcomes of class V moral beliefs at MIS Miftahul Hasanah.

Keyword: Interpersonal Intelligence, Learning Outcomes, Characteristics

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Email: delapратиwi674@gmail.com**1. INTRODUCTION**

Education is one of the main efforts in achieving the goals of the Republic of Indonesia, as mandated in the 1945 Constitution, namely "to enlighten the lives of the people." Education is considered an important foundation for the lives of the Indonesian people today and in the future, especially in the era of globalization where optimal contributions from citizens are needed (Zed, 2012). Although every member of society has the opportunity to receive education, the development of individual intelligence and abilities needs to be optimized. Intelligence involves skills that can influence social relationships positively, such as cooperation, interaction between pupils, students, teachers and students, as well as quick responses in the learning process (Syarifah, 2019). According to Tartila & Aulia (2021), human intelligence includes the ability to increase positive influence on other people, including the ability to collaborate and respond effectively to other people's expressions, voices and movements.

Interpersonal intelligence is a person's ability to understand and communicate with other people effectively (Fuadi, 2017; Putri, 2020; Ritonga, 2014; Saufi & Royani, 2016). Individuals with high interpersonal intelligence are usually able to identify the emotions, motivations and needs of other people, and establish good relationships. They also have the ability to communicate well and work effectively in groups. Interpersonal intelligence involves the ability to respond appropriately to other people's moods, intentions and desires (Tartila & Aulia, 2021). Interpersonal intelligence is closely related to children's learning achievements at school (Wahyudi in Pangestu et al., 2024). Children with good interpersonal intelligence can discuss fluently, communicate effectively with teachers and friends, and understand lesson material more easily. They have skills in working together and adapt well in teams, as they can quickly understand the character and personality of others.

Interpersonal intelligence includes the ability to understand and observe the feelings, intentions and motivations of other people (Wahyudi, 2011). Interpersonal intelligence in the elementary school environment has a central role in helping students adapt and establish good social relationships (Kartini et al., 2020; Majdi & Ihsan, 2019). Without adequate interpersonal intelligence, students will experience difficulty in forming meaningful relationships with other people. Interpersonal intelligence also provides opportunities for students to interact and communicate effectively, especially considering that the current educational era emphasizes the development of knowledge through various group-based and collaborative learning activities (Ika et al., 2022; Nurhasanah & Karma, 2022). Interest in learning is an important factor in this process, because it can influence students' attitudes, behavior and way of thinking in solving various academic problems (Ika et al., 2022; Nurhasanah & Karma, 2022). Therefore, students' learning interests play a crucial role in determining their learning outcomes.

Learning according to Slameto, quoted by Zaiful Rosyid (2021), is a process carried out by a person to achieve overall changes in behavior as a result of his own experience in interacting with his environment. Furthermore, the definition of learning according to Santrock, quoted by Mochamad Nursalim, is a relatively permanent change in behavior, knowledge and thinking skills as a result of experience. Learning outcomes are the abilities students obtain after going through the learning process, both in the form of knowledge, attitudes and skills. Success and achievement of learning outcomes can be seen from the value of learning outcomes obtained by students. If the learning results are good, it means the learning process was successful, but if the learning results are low, it means the learning process was not successful.

However, it is not easy to achieve satisfactory learning outcomes for every student. Because each student receives information differently. There are processes that need to be done quickly, somewhat slowly, and very slowly. Students are expected to be able to practice their own understanding so that the information they receive is useful and influences their learning outcomes. Therefore, teachers must of course develop varied, interesting and meaningful learning strategies to accommodate all students' learning styles in order to maximize learning outcomes.

In its development, intelligence as implied in education has always been used as a benchmark for learning success. This is related to the success of student learning outcomes which are influenced by several factors, both internal and external. These factors are intelligence, readiness and maturity, interests and talents, willingness to learn, material presentation model, teaching atmosphere, teacher competence, and society. Students' ability to adapt and form social relationships is greatly assisted by interpersonal intelligence. Students are expected to be able to improve their learning outcomes by participating in cooperative and group learning activities in this era of development. As explained above, intelligence is included in determining the success

of student learning outcomes, not only intellectual intelligence but various aspects of intelligence, one of which is interpersonal intelligence. Therefore, it is necessary to carry out research that contains the relationship between interpersonal intelligence and the learning outcomes of moral beliefs at MIS Miftahul Hasanah.

2. RESEARCH METHOD

This research applies a quantitative approach in the form of correlational research (Kurniawan, 2021). This approach was chosen to collect data with the aim of evaluating whether and to what extent there is a relationship between two or more variables measured quantitatively. In this research, the instruments used to collect data involved the use of questionnaires and documentation studies. The Likert scale is used in questionnaire measurements (Suasapha, 2020). Apart from questionnaires, data collection tools involve documentation studies.

The data obtained is categorized and classified based on the data analysis that has been carried out, Descriptive analysis techniques, namely:

Test Requirements Analysis

- Normality Test
- Linearity Test
- Homogeneity Test
- Hypothesis Testing

3. RESULTS AND DISCUSSION

A. Research Overview

In this research, data was obtained using Cronbach's Alpha technique. A questionnaire is considered unreliable if the alpha value obtained > 0.6 . These scales are grouped into 5 classes of the same range, so the measure of alpha accuracy can be seen as follows:

Table 1
Reliability Level

No.	Alpha	Reliability Level
1.	0,00 s/d 0,20	Les Reliable
2.	0,20 s/d 0,40	Some What Reliable
3.	0,40 s/d 0,60	Fairly Reliabel
4.	0,60 s/d 0,80	Reliable
5.	0,80 s/d 1,00	Fery Reliable

Table 2
Reliability Test

Item Problem	Cronbach's Alpha	r_{table}	Information
Interpersonal Intelengy	0,907	0,60	Fery Reliable
Learning Results of the Akhlak Creed	0,923		Fery Reliable

Source: IBM SPSS Version 25.0, 2025

The results of the irreliability test can be seen in the iReability iStatistics output. If the value of Cronbach's iAlpha variable between interpersonal intelligence and the results of learning moral principles is > 0.6 , it can be concluded that the statement item in this research is very unreliable.

B. Test Requirements Analysis

1. Normality Test

The abnormality test is used to find out whether the data obtained from the research results has an abnormal distribution or not. If the level of significance is ≥ 0.05 , if the level of significance is < 0.05 then the data is said to be not abnormally distributed.

Tabel 3
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	2.07805976

Most Extreme Differences	Absolute	.225
	Positive	.195
	Negative	-.225
Test Statistic		.225
Asymp. Sig. (2-tailed)		.200 ^a

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

From the results of the abnormality test calculations that have been carried out for Learning Results of Akhlak, Z values are obtained, 0.225 and Asymp.Sig is 0.200. Because the values of z and Asymp.Sig ≥ 0.05 , it can be concluded that the average data on variables resulting from learning morals have an abnormal distribution. So, it can be concluded from the abnormality test calculations that have been carried out that the distribution of data on the variables resulting from learning morals has an abnormal distribution.

2. Linearity Test

The multiple linear regression equation obtained above is as follows:

The value of the constant icon is 0.538, meaning that if the relationship between interpersonal intelligence is ignored, the results of learning moral principles will still be 0.538. The regression coefficient of the variable interpersonal intelligence is 1.009, meaning that if the value of the independent variable increases by, then it will be followed by the result of learning moral principles of 1.009. These figures above show that the interpersonal intelligence variable is positively related and in the same direction with the results of learning moral principles at MIS Miftahul Hasanah.

3. Hypothesis Test

This test aims to find out the magnitude of the relationship between each independent variable individually and the dependent variable. Test it on the table below to find out the significance of the icons of the constants and the dependent variables, namely Learning Results Creeds Morals. Then the coefficient for this research is:

If statistic t (count i) $> t_{table}$, then H_a is accepted

If statistic t (count i) $< t_{table}$, then H_a is rejected

Table 4.
Test it results
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.538	3,903		5,138	,891
	Interpersonal Intelligence Relationships	1,009	,049	,964	15,736	,000

a. Dependent Variable: Learning Outcomes of Moral Creeds

The basis for making a decision is to accept or reject H_a , namely by comparing t_{table} with it (calculate). The data above is known that with 35 samples, the value of the table is seen based on the independent degree = $n - k$, it $35 - 2 = 33$, signifikan 0,05 it t_{table} adalah 1,69236.

Based on the above table, we can also create it (count i) which is a guide for accepting and rejecting the hypothesis, it can be concluded that it (count i) $X = 15,736$, which shows that it (count i) $(15,736) > t_{table}$ (1.69236). This provides the conclusion that H_a is accepted, namely that the relationship between interpersonal intelligence is significant and the results of learning moral principles. Meanwhile, the interpersonal intelligence relationship variable has an IP - value of $0.000 < 0.05$, so H_0 rejected, interpersonal intelligence is significantly related to the results of learning moral principles.

4. CONCLUSION

Based on the results of the data analysis and discussion explained previously, the following conclusions can be drawn:

- The relationship between students' interpersonal intelligence has a percentage of 90.7% based on the results of the reliability test, which means that its implementation has been very good.

2. Meanwhile, the results of studying Aqidah i Moral class IV have a percentage of i92.3% as seen from the irreliability test. This means that the results of studying Aqidah Moral Class V at MIS Miftahul Hasanah are also very good.
3. The relationship between interpersonal intelligence is directly related to the results of learning about moral principles in class IV in MIS Miftahul Hasanah. iBased on this value $t_{count}(15,736) > t_{table}(1,69236)$. This is also supported by the identification coefficient $i(R\ iSquare)$ of 92.9% which shows that the independent variable interpersonal intelligence is capable of explaining as much as i92.9% of changes in the independent variable, namely the result of learning morals. iMeanwhile, the remaining amount of i7.1% is explained by variations or other factors that are not included in the model of this research. Based on the results of the research which have been described statistically, it is known that interpersonal intelligence simultaneously has a positive influence on the learning outcomes of moral principles in MIS Miftahul Hasanah.

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