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A CORRECTIONAL STUDY : THE RELATIONSHIP BETWEEN INTERPERSONAL INTELLIGENCE AND LEARNING STYLE IN HIGH SCHOOL ELEMENTARY TEACHER EDUCATION STUDENTS

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Abstract

The purpose of this study is to determine the relationship between interpersonal intelligence and learning style in high school students and the degrees of students' interpersonal intelligence based on learning style. The approach of this study was corellational quantitative. This research was held at Muhamadiyah University of North Sumatera with the population of 155 people. The sample taken randomly amount to 31 people. The instrument used is a closed questionnaire of each variable. For independent variable consist 35 question and dependent variable consist 25 questions. The results showed a small but positive relationship between interpersonal intelligence and learning style ($r = 0.374$, ... < 0.05). the interpersonal degrees of kinesthetic learning style in highest level (average = 83,18), auditorial learning style in medium level (average = 79,83) and visual learning style in lowest level (average 77,89). This suggests that learning style especially kinesthetic style can be a part of someone's interpersonal intelligence characteristic.

Keywords : *Interpersonal Intelligence, Learning Style*



A. Introduction

Education in psychosocial term (social psychology) is an effort to develop human resources through the interpersonal intelligence process that takes place in an organized community environment. Interpersonal intelligence is not only the students' cognitive, but the ability of how students ability in understanding and feeling the desires and interests of others. This interpersonal intelligence has three main aspects, those are: social sensitivity (as indicators are empathy and attitude), social insight (including self-awareness, social situations understanding and social ethics, and problem solving skills) and social communication (communication and listening effectively). But in fact, more and more social problems occur because of the reduced ability of families, teachers, and society to develop this intelligence.

Things that causing the decrease of creation of student interpersonal intelligence are various. One of them is internal factors such as student learning styles. Learning style is the easiest way that is owned by individuals in absorbing, regulating, and processing information received. There are three modalities (types) in learning styles namely visual learning style, auditorial learning style, and kinesthetic learning style (Deporter & Hernacki, 2000).

In daily learning activities the lecturers at the Muhammadiyah University of North Sumatra apply student-centered learning method. This learning activity requires students to use their learning styles optimally so that effective results are achieved through active learning with other student participants. First step, research conducted shows that students do not understand their own learning styles so students cannot maximize the potential within themselves. Therefore, it is necessary to examine in depth the learning styles of each student and how the relationship between learning styles (visual learning style, auditorial learning style, and kinesthetic learning style) with student's interpersonal intelligence.

Based on the problems above, researcher interested in conducting this research by title "Correlational Study :The Relationship between Interpersonal Intelligence and Learning Style in High School Elementary



Teacher Education". The problem formulation in this study is how the relationship between learning styles with interpersonal intelligence and what learning styles have a high level of interpersonal intelligence.

B. Method

Populations in this study were students in the High School Elementary Teacher Education in Muhammadiyah University of North Sumatra amounted to 155 people spread over five linear classes. In deciding the sample used a random sampling technique by taking 20% of respondents from all over populations. After calculated, the samples obtained is 31 respondents. The data collection technique used in this study is a questionnaire using the linkert scale. Variables in this study consisted of 1 independent variable (interpersonal intelligence) and 1 dependent variable (learning style). For dependent variable (learning style), determined the learning styles that exist in each student and then correlate it with their interpersonal intelligence style. After that, to know highest level of interpersonal intelligence in each learning style, the researcher count the interpersonal intelligence average of each learning style then compare to all over the interpersonal intelligence average. The learning style in question is a visual learning style, auditory learning style, and kinesthetic learning style.

C. Research Finding

Learning style is a way for students to absorb, organize, and process information, which in affects student learning processes, especially active learning that require interaction between students. In this teaching and learning process, good interpersonal intelligence is also needed. The results showed that the visual learning style, auditorial learning style, and kinesthetic learning style had a positive relationship with student interpersonal intelligence. The correlation coefficient between learning styles and interpersonal intelligence is 0.374 with r table 0.291. For further analysis, it is calculated what learning styles have a high level of interpersonal intelligence. Based on the results of the average learning style towards interpersonal intelligence, it is found that students



with kinesthetic learning styles have high interpersonal intelligence. Students with auditory learning styles have medium interpersonal intelligence and students with visual learning styles have the lowest interpersonal intelligence.

The results of this research supported by Gardner's (Armstrong, 2002: 227) in his book entitled *Frames of Mind*, that interpersonal intelligence emphasizes gestures, facial mimics, posture, songs, sounds and so on that symbolize social cues. All of the characteristics can also be illustrated in the characteristics of students with kinesthetic learning styles, which being able to receive information through touch, movement, and practice. based on the results of test data analysis and existing theories, it can be said that the hypothesis of the relationship between learning styles and interpersonal intelligence is correct.

D. Discussion

A person's tendency to learn is very diverse and is influenced by several things. A person way to absorb information, processes it, and manifests it in a realize it in life behavior is called learning style. Everyone has a different learning style and typology. In fact, the style and typology of learning influences how students develop their interpersonal intelligence. In the daily activity, there are people who easily receive new information just by hearing from the source, there are those who simply see the video and take notes, and some are involved in the learning process themselves. All of this is inseparable from how the person's interpersonal intelligence.

People who have a visual learning style, just by looking at pictures, writing them, reading them, or by displaying colors can remember accordingly. That is why people with a visual style do not need to interact too much with other people who are able to understand the lessons given so that the data also shows that students with visual learning styles have a low level of interpersonal intelligence. It is also in students with audtorial learning styles. Students with auditorizl learning styles easily able listen to what they are listening to, able to receive the information provided. For example listening to the radio, recording, or an



explanation from a friend or teacher. From this explanation, it can be concluded that students with auditory learning styles need other people to read or explain the information conveyed so that two-way communication occurs. This is also supported by the results of research that state that students with auditory learning styles have medium interpersonal intelligence level. Furthermore, students with kinesthetic learning styles need movement, practice, cooperation, and active group activities so that they can easily obtain the information provided. So, students with kinesthetic learning styles must join in groups, hold questions and answers, complete projects, conduct demonstrations where these activities are in desperate need of others and guidance and teachers. This kinesthetic learning style cannot be done simply by reading or just listening. Based on the calculations stated that students with kinesthetic learning styles have a high level of interpersonal intelligence.

This result conducted researcher own research in 2016, that the class given treatment with discovery learning learning models (learning models that develop kinesthetic learning styles) can improve students' interpersonal intelligence while other classes are given conventional treatment models (lectures) then does not affect students' interpersonal intelligence.

The results of the research conducted by Bire (18: 2014) at the SMK Negeri 5 Kupang in 2013/2014 that learning styles influenced the achievement of student learning outcomes with a percentage of 62.91% while the remaining 37.09% were predicted to be influenced by other factors such as internal factors which include plural intelligence (One of which is interpersonal intelligence), talent, interest, motivation, psychological condition, physical condition, and willingness to learn. The external factors include the family environment, school environment, and social environment (Suan, 2013: 27). Based on the results of this study, it can be linked that between learning styles and interpersonal intelligence have relationships that can improve student achievement.

The statements above regarding learning styles (consisting of visual learning style, auditorial learning styles, and kinesthetic learning styles) and the relationship with interpersonal intelligence support the



results of this study, such as students with visual learning styles have low interpersonal intelligence with an average score of 77.89, students with style Auditorial learning has medium interpersonal intelligence with an average score of 79.8, while students with kinesthetic learning styles have high interpersonal intelligence with an average score of 83.18.

Visual learning style is one of the student learning styles which basically emphasizes how student learns more easily by seeing, looking at, or observing the object of learning. From the results of the study, the average score of student learning styles on interpersonal intelligence is at a score of 77.89 or lower than the average overall score of 80.48. but in creating good student learning outcomes, this learning style cannot be ignored.

This is because the visual learning style aims to help students focus their attention to help students focussing their attention on understanding the lesson. Giving the attention is very important to make students can understand the lesson. Attention is someone's general reaction and consciousness that causes increased activity, concentration power, and awareness limitation of an object (Kartono, 1996: 111). Visual learning styles help students in focusing their attention and concentration on the lesson through seeing, looking at, or observing objects learned while reading them, helping students focus attention and concentration on their lesson so that students more easily can understand lesson that can be seen with their vision tools.

Visual learning styles make students learn through seeing, watching, observing and the like. The point is visual learning style is learning by looking accordingly, whether through pictures or diagrams, shows, shows, or videos (Ula, 2013). The behaviorism learning theory also supports visual learning styles. Learning is a result of stimulus and response. Giving information through pictures or diagrams is a stimulus in the visual learning style in response to receiving this information making students less in need of others. However, this learning style helps students / students remember the subject matter that is directly seen so that it has a positive effect on student learning (Mulyono et al., 2007).



Auditorial learning style is one of the learning styles by students who have an interpersonal intelligence. The results of this study found that the average score of auditory learning styles on interpersonal intelligence was at average score of 79.8 and was almost right at the overall average score of 80.43. This states that students with auditor learning styles are in the medium category.

Auditorial learning style prioritizes the listener's senses. Learning through hearing something can be done by listening to audio tapes, lectures, discussions, debates and verbal (command) instructions (Ula, 2013).

Students with auditorial learning styles are easier to digest, process and convey information by listening directly. They tend to learn or receive information by listening or listening. Students with auditory learning styles have strength in their ability to hear. For students who have an auditory learning style, the ear is one of the sensory tools that plays an important role because in the ear there is an earlobe, ear hole, listener drum, listener's hammer, paron or foundation and sangurdi. The eardrum expresses vibrations in ea4 bones (hammer, paron and stirrup), while the actual ear consists of twists and turns, the snail house, and three semicircular canals. This telecommunication tool is useful for conveying sound stimulants on the brain, and these stimuli are processed in the brain as an information (Kartono, 1996: 39).

Kinesthetic learning style is one of the learning styles that has an average of 83.18 for the interpersonal intelligence. This proves that students with kinesthetic learning styles have interpersonal intelligence above the average of 80.48, so that students with kinesthetic learning styles have high interpersonal intelligence. This is supported by the statement Armstrong (2003: 21) that children who have high intrpersonal intelligence will involve their ability to work with others and involve interactions that are useful for the success of their lives. This activity is a form of character of students who have kinesthetic learning styles.

Kinesthetic learning styles are learning styles through physical activity and direct involvement which can be in the form of "handling", moving, touching, and feeling / experiencing themselves (Ula, 2013).



Students who have a tendency to characterize kinesthetic learning styles prefer learning or receiving information through movement or touch. Students are possible to achieve effective learning achievement through movement, practice, group work and touch directly. Students with kinesthetic learning styles often put out expressions such as "it seems there is a truth", "I have difficulty handling the problem", try giving me a concrete example ", " I have not found certainty ", or " let me try it before giving conclusions ". Sentences like this are often used by students with kinesthetic learning styles, because it shows their desire to do something they want to know or learn directly.

For students with kinesthetic learning styles, physical conditions are one of the important factors because they will immediately take physical action in their learning activities. If he learns with a healthy physical condition, the learning process and results will be good and maximum. Unlike the case with someone who learns with conditions physical that is lacking or even unhealthy, the learning process and results will be disrupted. Besides that, he will feel faster, fatigued, not eager, easily dizzy, easily drowsy if his body is weak, and difficult to receive lessons (Ula, 2013, 18-19).

From the various explanations above, the results of the study show that there is a positive relationship between learning styles and students' interpersonal intelligence with a coefficient of $0.374 > 0.291$.

E. Conclusion

The conclusion of the result and discussion above is that learning styles (visual learning style, auditory learning style, and kinesthetic learning style) have a positive relationship with students' interpersonal intelligence at the Muhammadiyah University of North Sumatra in 2018/2019. Based on the results of this study, the advice that can be given is first that an educator must know the learning style that is dominant in each of his students so that educators are able to design the method according students' need. Second, for students must train and develop their interpersonal intelligence that already exists within themselves, because basically humans are social beings. Third, for schools, in order to



facilitate teachers in implementing learning well by providing facilities and infrastructure for students based on their learning styles. Fourth, for the community to create a conducive situation, especially the situation that can support students' learning processes based on with their learning styles. Fifth, for education intitution, both government or private education foundations to give more attention that support students so they can develop their learning styles. For example, well-maintained facilities such as regional libraries, laboratories, and reading parks for students. Sixth, academics who will held further research and similar research, to give more attention to the relationship between students' learning styles and their interpersonal intelligence.

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