

**INTREGATED SOCIAL INTELLIGENCE ON THE DEVELOPMENT CHARACTER
EDUCATION FOR ELEMENTARY SCHOOL STUDENT**

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Abstract

This study aims to create a model of integration of social intelligence in the character education curriculum for elementary school students. The variables contained in this study include situational awareness, presence, authenticity, clarity and empathy. The research method was carried out by respondent observation, data collection and analysis test using SEM. The results showed that all variables, both situational awareness, presence, authenticity, clarity and empathy had a positive influence on curriculum development. The integration of social intelligence is expected to shape the character of students who are more aware of other people and the surrounding environment.

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INTRODUCTION

Social intelligence is a measure of an individual's ability to interact with the surrounding environment (Steitenov et al., 2020). Indicators of social intelligence include situational awareness, presence, authenticity, clarity, empathy (Solimany et al., 2020). Situational awareness is the ability to understand, sensitivity, care, and be responsive to environmental conditions. Presence in the form of the ability to be able to carry yourself both in ethical appearance, speaking, communicating verbally, communicating non-verbally (Widodo et al., 2020). Authenticity is an individual's behavior that makes other parties provide an assessment of trustworthiness, honesty, openness and sincerity. Clarity, the individual's ability to convey ideas clearly and persuasively so that they can be accepted by others without coercion (Weis and Sub., 2007). Empathy is the ability to understand the needs and thoughts of others, the willingness to listen and understand the feelings and conditions of others (Uygun and Aribas., 2020). The integration of intelligence for elementary school students is done so that education is not only directed at intellectual intelligence. This creates inequality in the world of education (Dibazer et al., 2021). Education that only forms smart students but

has bad skills, independence and morals will cause problems in life. High intellectual intelligence without being supported by social intelligence will be meaningless (Hassan et al., 2021). Social development where children can adjust to the rules and interact with other people in society (Muliayanti., 2021). Family is the first place for children to learn social life. Children learn environmental norms, internalize norms and others. Parenting patterns affect the cultivation of social intelligence (Rezaei and Jeddi., 2020). Authoritarian parenting has the potential to reduce social intelligence. Elementary school is a place of education for the process of transferring knowledge with religious values, culture, thoughts and expertise. Social intelligence will affect the character development of children, so the curriculum in elementary schools must be adapted to current conditions for reasons of negative phenomena, public perceptions, challenges of the industrial revolution 4.0, competencies that students must have in the future. The purpose of this study is to determine the model of integrating social intelligence on the character development of students in elementary schools so that they are faithful, productive, creative, innovative and affective and able to contribute to society (Amado et al., 2020). The thinking framework of this research is shown in Figure 1.

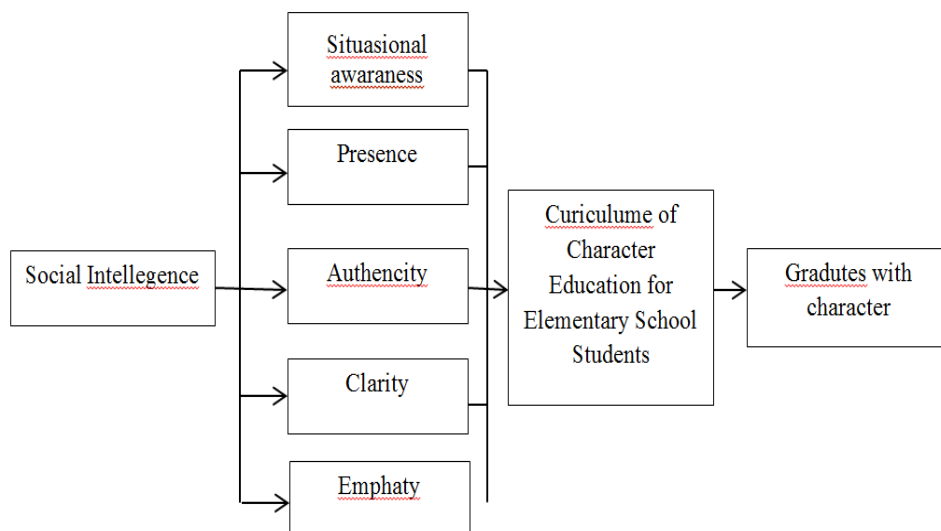


Figure 1. Social Intelligence Integration Thinking Framework in Curriculum

RESEARCH METHOD

The population in this study were 100 elementary school teachers in Semarang City, Central Java, Indonesia. The variables used are exogenous latent variables in the form of social intelligence, endogenous variables of character education curriculum in elementary schools. There are 4 indicators of social intelligence constructs, namely situational awareness, presence, authenticity, clarity, empathy. The stages of analysis in this study are characterization of respondents, making mathematical models and diagrams models, normality testing, model testing with validity testing, analysis, conclusions and recommendations. The mathematical model of the structural equation of this research is $PB = K + I$. The model shows the relationship between student character (PB), social intelligence (K) and character education curriculum for elementary school students (I). The value of confirmatory analysis is measured in the form of goodness of fit in table 1.

Tabel 1. Goodness of fit

Goodness of fit	Nilai
Chi square	≤ 1175
p-value	≥ 0.05
RMSEA	≤ 0.08
GFI	≥ 0.9
AGFI	≥ 0.9
CFI	≥ 0.9

The goodness of fit evaluation is a conformity test that is carried out on the model, if the goodness of fit value is good then the model can be accepted as a recommendation to be applied. The suitability index to test the feasibility of the model consists of chi square, probability (p-value), RMSEA (Root Mean Square Error of Approximation), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index), CFI (Comparative Fit Index).

Discussion

Character education of elementary school students requires teacher involvement, because in schools knowledge, skills, attitudes, and values are taught, especially those related to the readiness of children to have not only intellectual intelligence but also social intelligence. So we need professional teachers as role models and inspiration for elementary school students. So that the integration strategy of social intelligence that can be done by elementary school teachers for student character development includes: the teacher creates a safe and warm atmosphere, the teacher acts as a positive role model for students, because most students learn from what they see and hear, the teacher invites students to discipline oneself to behave in accordance with the values and norms that are upheld in one's own life and in society, the teacher involves the active participation of students in trying, practicing, observing, identifying real and abstract things, the teacher building supportive and caring relationships with others. students inside and outside school, teachers create opportunities for students to be active, teachers teach essential social skills, teachers involve students in moral education.

The integration of social intelligence in the development of character education is important so that students can position themselves according to their existence. Social intelligence takes place because of the interaction between individuals with other individuals and between individuals and their environment. Social intelligence shows the ability of students to understand differences and how someone builds relationships or cooperates with others. Social intelligence affects student achievement, so that the learning curriculum, especially the character education curriculum, is directed at integrating situational awareness, presence, authenticity, empathy.

Table 1. Reliability and Validity of Situational Awareness

Variable	Standardized Loading Factor ≥ 0.30	t-value	Error	Reliability		Validity
				Construct Reliability ≥ 0.70	Variance Extracted ≥ 0.50	
<u>Situational</u> awareness				0.79	0.53	Reliable
Tacit awareness	0.42	5.42	0.72			Valid
Focal awareness	0.53	3.46	0.74			Valid
Awareness content	0.54	5.27	0.62			Valid

In table 1 it can be seen that the indicators of social awareness that are integrated into character education for elementary school students are tacit awareness, focal awareness and content awareness. Tacit awareness is a person's perspective from the perspective of others around him. The perspective can be from the way the person views other people or how other people view him/herself. Focal awareness is social awareness that can be defined as a perspective on objects that are seen and felt with the senses. The focal awareness perspective can be in the form of seeing and feeling oneself as an object or other people as objects. Awareness content indicator is a form of social awareness based

on a visual perspective or seen from an observable community environment and unobservable appearance. In this study, the standized loading factor of each indicator, namely tacit awareness, focal awareness and awarenest content is 0.42, 0.53, 0.54. This value is in accordance with the provisions of the confirmatory analysis, namely the standardized loading factor must be > 0.30. The t-value and error percentage are 5.42 and 0.72 for tacit awareness, 3.46 and 0.74 for focal awareness, 5.27 and 0.62 for content awareness, respectively. Reliability in the form of construct reliability and variance extracted are 0.79 and 0.53, respectively, so the validity of the indicators is declared valid and appropriate.

Table 2. Reliability and Validity of Presence

Variable	Standardized Loading Factor ≥ 0.30	t-value	Error	Reliability		Validity
				Construct Reliability ≥ 0.70	Variance Extracted ≥ 0.50	
<i>Presence</i>				0.75	0.58	Reliable
Co-presence	0.34	4.67	0.78			Valid
<u>Physicological</u> Involvement	0.45	5.23	0.76			Valid
Behavioral Engagement	0.42	4.89	0.77			Valid

The integration of social presence intelligence in character education for elementary school students can be in the form of co presence, physiological involvement, behavioral engagement. Co-presence is the belief that he is not alone and feels alien, aware of the presence of others, the level of individual sensitivity to the extent to which other people or the environment are aware of his existence. Physicological involvement is the extent to which individuals allocate focal attention to others with empathy, feel or respond to other people's emotional states, believe that other individuals have insights regarding motivation and psychological involvement of individuals in activities in their environment. Behavioral

engagement is an individual's belief that his actions are interrelated, connected and responsive to other people and the response others give to the individual's behavior. In this study, the standardized loading factor for each indicator, namely co presence, physiological involvement, behavioral engagement is 0.34, 0.45, 0.42. This value is in accordance with the provisions of the confirmatory analysis, namely the standardized loading factor must be > 0.30. The t-value and error percentage were 4.67 and 0.78 for co-presence, 5.23 and 0.76 for physiological involvement, 4.89 and 0.77 for behavioral engagement, respectively. Reliability in the form of construct reliability and variance extracted are 0.75 and 0.58,

respectively, so the validity of the indicators is declared valid and appropriate.

Table 3. Reliability and Validity of Authenticity

Variable	Standardized Loading Factor ≥ 0.30	t-value	Error	Reliability		Validity
				Construct Reliability ≥ 0.70	Variance Extracted ≥ 0.50	
<i>Authenticity</i>				0.79	0.58	Reliable
Honesty	0.45	3.98	0.81			Valid
Responsibility	0.63	3.97	0.83			Valid
Visioner	0.49	3.25	0.79			Valid

In table 3, it can be seen that the authenticity indicator consisting of honesty, responsibility, visionary has a standardized loading factor > 0.30, namely the values 0.45, 0.63, 0.49. The t-values are 3.98, 3.97 and 3.25, respectively. The percentage error of each indicator is 0.81,

0.83 and 0.79. The construct reliability and variance extracted values are 0.79 and 0.58. From these values it can be said that the authenticity is reliable and valid.

Table 4. Reliability and Validity of Clarity

Variable	Standardized Loading Factor ≥ 0.30	t-value	Error	Reliability		Validity
				Construct Reliability ≥ 0.70	Variance Extracted ≥ 0.50	
<i>Clarity</i>				0.74	0.59	Reliable
Relevance	0.44	3.87	0.77			Valid
Concept Accuracy	0.57	3.54	0.76			Valid
Information clarity	0.57	3.66	0.79			Valid

In table 4 it can be seen that the clarity indicator which consists of relevance, concept accuracy, clarity of information has a standardized loading factor > 0.30, namely the values of 0.44, 0.57, 0.57. The t-values are 3.87, 3.54 and 3.66, respectively. The

percentage error of each indicator is 0.77, 0.76 and 0.79. The construct reliability and variance extracted values are 0.74 and 0.59. From these values it can be said that the authenticity is reliable and valid.

Table 5. Reliability and Validity of Empathy

Variable	Standardized Loading Factor ≥ 0.30	t-value	Error	Reliability		Validity
				Construct Reliability ≥ 0.70	Variance Extracted ≥ 0.50	
<i>Emphaty</i>				0.77	0.55	Reliable
Cognitive Emphaty	0.38	4.22	0.79			Valid
Affective Emphaty	0.51	3.95	0.78			Valid
Personal distress	0.51	3.88	0.78			Valid

Table 5 shows that cognitive empathy is a person's ability to adopt or understand other people's frame of mind, while the affective element of empathy is more directed at what a person feels about other people's circumstances, including sympathy. Another indicator is personal distress, namely a state of anxiety, worry, and depression experienced by a person as a negative reaction to the

interpersonal situation experienced. The importance of empathy in character education because it improves interpersonal relationships. Empathy causes a person to be able to control himself without getting emotionally involved. In its development, empathy becomes part of the learning process. To be an effective teacher requires the ability to empathize. A teacher needs empathy to

understand the condition of students in order to facilitate learning, gain knowledge which in turn can improve student achievement and shape student character. In this study, the standardized loading factor for each indicator, namely cognitive empathy, affective empathy and personal distress, is 0.38, 0.51, 0.51. This value is in accordance with the provisions of the confirmatory analysis, namely the standardized loading factor must be > 0.30 . The t-value and the error percentage are 4.22 and 0.79 for cognitive empathy, 3.95 and 0.78 for affective empathy, 3.88 and 0.78 for personal distress, respectively. Reliability in the form of construct reliability and variance extracted are 0.77 and 0.55, respectively, so the validity of the indicators is declared valid and appropriate.

CONCLUSION

This research has been able to analyze the feasibility of the character education model by integrating social intelligence into the curriculum. The variables contained in social intelligence in the form of situational awareness, presence, authenticity, clarity, empathy have a positive and significant influence on the education curriculum, especially character development for elementary school students. Character is important to note because it affects the understanding and acceptance of an individual with other people or the environment. Students are expected to have good character so that they can be accepted by the environment well. Teachers are at the forefront of successfully integrating social intelligence into the character education curriculum.

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