

## THE INFLUENCE OF INTERPERSONAL INTELLIGENCE ON THE SELF-ADJUSTMENT OF LEARNING CITIZENS OF THE EQUIVALENCY EDUCATION PROGRAMME

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### ABSTRAK

Learning citizens who have difficulty adjusting are shown by the behaviour of tending to choose to be alone, not joining friendship groups, and violating institutional rules, therefore it is necessary that self-adjustment can run well supported by intrapersonal intelligence to recognise oneself. The purpose of the study was to determine the effect of intrapersonal intelligence on the self-adjustment of learning citizens in the equivalency programme. The research method used is a correlational method with a quantitative approach. The sampling technique uses proportional stratified random sampling. The instrument used is a questionnaire that has been tested for validity and reliability. The results showed that the contribution of interpersonal intelligence variables to the self-adjustment of learning citizens was 52.9%, while the remaining 47.1% was the contribution of other variables that were not included in this research variable. The probability value of this study is alpha value  $<0.05$ . Based on this, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so it can be said that interpersonal intelligence affects the self-adjustment of learning citizens of the equivalency programme at PKBM Gema Tasikmalaya City.

**Keywords:** *Interpersonal Intelligence, Self-Adjustment, Equivalency Education.*

### INTRODUCTION

Education is a fundamental that is very important for individual development. Law number 20 of 2003 states that education is a conscious and planned effort to 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students realise a learning atmosphere and learning process so that students actively develop their potential to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills necessary for themselves, society, nation and state. Education is an endeavour to provide individuals with knowledge, insight, skills, and expertise, so that they can develop in accordance with the times (fachrurazi, 2017) (Marfiah & Pujiastuti, 2020).

In the National Education System Law No. 20/200, article 4 paragraph 3, which reads "Education is organised as a process of acculturation and empowerment of learners that lasts throughout life". The educational process is not only a transfer of knowledge, but as a process of growing and developing individuals into civilised and cultured humans (Ahmad, et al., 2022). The concept of lifelong education is a process that must occur in all three educational pathways, including formal education, non-formal education and informal education (Syaadah, Ary, Silitonga, & Rangkyu, 2022). In addition to formal education, non-formal and informal education are very helpful in Indonesia's development process.

Non-formal education according to Coombs (1973) in (Sudjana, 2004) is any organised and structured activity outside the formal school system, carried out independently or as an integral part of a larger activity, which is deliberately held to assist certain students in achieving their learning

objectives. Non-formal education programmes function as complements, substitutes and supplements. Non-formal education focuses on mastering practical knowledge and skills, as well as developing professional attitudes and personalities, so that in the end non-formal education is useful for human life to be able to increase income (Ahmad, et al., 2022).

Equivalency education is one of the programmes organised by non-formal education. Equivalency education is non-formal education for Indonesian citizens of school age which functions to develop the potential of students with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities (Karwati, 2015). (Suhendro, Sulistyarini, & Salim, 2019) explains that equivalency education is part of non-formal education or out-of-school education which includes the Package A Programme equivalent to Elementary School (SD), Package B Programme equivalent to Junior High School (SMP), and Package C Programme equivalent to Senior High School (SMA). In line with the Minister of National Education's policy that equality education graduates have equal rights when entering the workforce and the right to continue higher education (Kintamani & Hermawan, 2012).

Learning aims to produce changes in behaviour, habits, knowledge, skills, and others in a person. Every learning process requires learners to adapt to various changes. Self-adjustment is a series of mental and behavioural processes that individuals carry out when facing various demands from themselves and the surrounding environment. The ability to adapt to the school environment affects learning achievement (Safura & Supriyantini, 2006). Learners' self-adjustment ability is influenced by intrapersonal intelligence. Intrapersonal intelligence relates to the ability to understand and recognise oneself, including feelings, strengths, weaknesses, and intelligence. Learners with intrapersonal intelligence tend to have responsibility for themselves, so their awareness to improve the quality of learning is higher (Paradita, Vahlia, & Rahmawati, 2019).

Some learners of equivalency education at PKBM Gema based on initial observations appear to experience obstacles in completing a series of academic demands that have an impact on their learning outcomes. In addition, some learning citizens who have difficulty in adjusting have behaviours including having low motivation to make friends and choosing to be alone, then acting aggressively and selfishly such as disturbing other friends, some learning citizens are seen breaking rules at school. From the description above, the researcher is interested in conducting research on the effect of intrapersonal intelligence on the self-adjustment of learning citizens in the PKBM GEMA equivalency programme in Tasikmalaya City.

## RESEARCH METHODS

This study uses a quantitative approach, where the variables in this study are interpersonal intelligence as variable X and self-adjustment as variable Y, the following is the design of the relationship between variables:



Figure 1 research design

The population in this study were all students of equivalency education programmes ranging from Package A, Package B and Package C at PKBM Gema Kota Tasikmalaya totalling 159 people. The sample in this study used proportional stratified random sampling technique using the Harry King Nomogram technique with an error rate of 10%, so that a sample of 40 students was obtained. The data collection techniques used were questionnaires using a Likert scale, observation and documentation.

The data obtained were analysed using descriptive statistical analysis techniques which were tested using classical assumption tests, namely normality test, linearity test, and heteroscedasticity test, as well as hypothesis testing, namely simple linear regression test, and determination test (r-square).

## RESULTS AND DISCUSSION

### Result

Respondent data in this study the age of the students as respondents consisted of 16-19 years old by 60%, the youngest student was 9 years old and the oldest student was 28 years old.

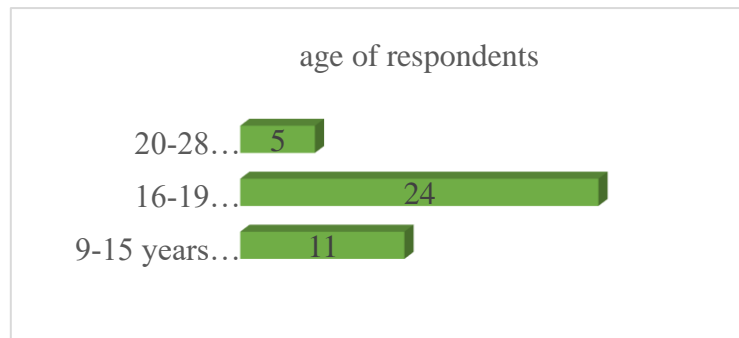


Figure 1 age of respondents

Respondent data seen based on gender, namely 21 men and 19 women.

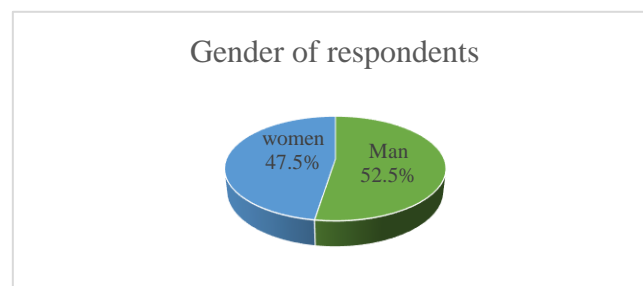


Figure 2 gender of respondents

### Normality Test

The normality test is used as a prerequisite for simple linear regression analysis, aiming to determine whether the data is normally distributed or not. This test was carried out using the One Sample Kolmogorov Smirnov method and assisted by the SPSS version 23 application.

Table 1 normality test results

	<i>Unstandardized Residual</i>
N	40
<i>Asymp. Sig. (2-tailed)</i>	0,200

Based on the results of the normality test, it is known that the significant value is 0.200 > alpha 0.05, so it is stated that the data is normally distributed.

### Heteroskedastisitas Test

The heteroscedasticity test is conducted to test the inequality of the variance of the residual values. This test uses the Glejser Test method and is carried out with the help of the SPSS version 23 application.

Table 1 Heteroskedastisitas test results

Model	<i>Unstandardized Residual</i>
<i>Constanta</i>	0,564
Interpersonal Intelligence	0,950

Based on the results obtained, the Sig. (probability) on the independent variable is 0.950 > alpha 0.05 (5%). Then the residuals have a variety that is not heterogeneous so as to avoid heteroscedasticity. So it can be concluded that the heteroscedasticity assumption test has been fulfilled and can be continued to the next stage.

### Linieritas Test

The linearity test is intended to determine whether there is a linear relationship between the dependent variable and each independent variable to be tested.

Table 5 Linearitas test ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y*	Between	(Combined)	1518.567	19	79.925	3.495	.004
X	Groups	Linearity	1045.512	1	1045.512	45.722	.000
		Deviation from Linearity	473.055	18	26.281	1.149	.379
	Within Groups		457.333	20	22.867		
	Total		1975.900	39			

Based on the results obtained from SPSS, the value of Deviation from Linearity Sig. 0.379 > 0.05. So it can be stated that there is a linear relationship between the independent variable and the dependent variable. Then it can also be seen through the comparison of the Fcount value with Ftable, it is said that there is a relationship if the Fcount value < Ftable. It is known that the value of Fcount = 1.149, and Ftable = 2.151. Then 1.149 < 2.151124. So there is a relationship between the intrapersonal intelligence variable and the student self-adjustment variable.

### Simple Linear Regression Test

Simple linear regression analysis is a method used to test the correlation and influence between the intrapersonal intelligence variable (X) and the learners' self-adjustment variable (Y).

Table 6 simple linear regression test

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.065	8.374		2.038	.049
	Interpersonal intelligence	.831	.127	.727	6.535	.000

a. Dependent Variable: self adjusment

Based on the table above, a simple linear regression equation is obtained as follows:  $Y = 17.065 + 0.831X$ .

## Hypothesis Test

The basis for decision making in regression analysis is by looking at the significance value (Sig.). If the significance value is smaller than the probability of 0.05, it means that there is an influence of the independent variable (X) on the dependent variable (Y).

Table 7 Hipotesis Test

		Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
Model		B	Std. Error	Beta		
1	(Constant)	17.065	8.374		2.038	.049
	Interpersonal Intelligence	.831	.127	.727	6.535	.000

a. Dependent Variable: self-adjustment

The results show a significance value of 0.000. This shows that the significance value < the probability value (0.05), so the conclusion is that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This hypothesis testing uses the IBM SPSS computer programme version 23.0 for windows. The test results on variable X (intrapersonal intelligence) obtained the value of t count = 6.535 and t table = 2.024, then 6.535 > 2.024. So that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

## Determination Test (R Square)

The determination analysis test (R-Square) is intended to determine how much the contribution of the intrapersonal intelligence variable (X) to the student self-adjustment variable (Y). The following are the results of the determination test (R square):

Table 8 Determinasi Test R Square

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 <sup>a</sup>	.529	.517	4.94812

a. Predictors: (Constant), Intrapersonal intelligence

b. Dependent Variable: self-adjustment

Based on the table above, the R square value is 0.529 (52.9%), meaning that the intrapersonal intelligence variable (X) contributes to the self-adjustment variable (Y) by 52.9%. And the remaining 47.1% is the contribution of other variables not included in the model.

## Discussion

### The Effect of Interpersonal Intelligence on Self-Adjustment of Equivalency Programme Learners at PKBM Gema Kota Tasikmalaya

Based on the results of simple linear regression analysis, it is stated that intrapersonal intelligence affects the self-adjustment of learning residents of the equivalency programme at PKBM GEMA Tasikmalaya. The contribution of variable X (intrapersonal intelligence) to variable Y (self-adjustment of learning citizens) is 52.9%. While the remaining 47.1% is the contribution of other variables not included in this research model. The results of research on learning citizens at PKBM GEMA Tasikmalaya show that intrapersonal intelligence is in the high category because the percentage is 87.5% and the self-adjustment of learning citizens is in the high category because the percentage is 95%. A high percentage means that the level of intrapersonal intelligence and self-

adjustment possessed by learning citizens of the PKBM GEMA Tasikmalaya equivalency programme is high.

Then the multiple correlation (R) value of 0.727 is obtained, indicating a strong relationship between the intrapersonal intelligence variable and the self-adjustment variable. Self-adjustment can go well when a person has an awareness of who he is so that he can understand the environment around him. This is in line with Hurlock's opinion which explains that social adjustment is closely related to how well he can accept himself (Choirudin, 2016).

Factors that influence self-adjustment include internal factors such as physical, psychological, needs and external factors such as friendship. This is also found in PKBM GEMA Tasikmalaya learners who have good relationships among friends. So someone has a place where learners can express their opinions and feelings. Thus in line with the opinion of (Choirudin, 2016) learners will feel accepted by others and it helps them in accepting their own condition so that their adjustment can run well.

Furthermore, when viewed from the diverse backgrounds of PKBM GEMA Tasikmalaya's learning residents, some have experienced school transfers from formal schools, some others have continued because they had stopped, or started entering a new level/class. This requires learning citizens to adapt to such circumstances. In line with (Gufon, 2018) when entering a new level, problems will arise. Then according to (Rochmawati & Afifah, 2018) one of the characteristics of intrapersonal intelligence is having the motivation to identify and fight for their goals. This means that learning citizens who have experienced problems will be more motivated to achieve goals, such as catching up, striving for a better life, achieving optimal self-potential.

### **Level of Interpersonal Intelligence of Students of PKBM Gema Equivalency Programme Tasikmalaya City**

Based on the research findings, the level of intrapersonal intelligence of learning citizens of the equivalency programme at PKBM GEMA Tasikmalaya is in the high category with a percentage of 87.5%. Learning citizens are considered to have the ability to recognise themselves such as weaknesses and strengths, have self-confidence and can determine goals and then try to improve themselves. This is supported by Krobo's statement in (Paradita, Vahlia, & Rahmawati, 2019) that success is prepared by good intrapersonal intelligence.

Learning citizens answer a questionnaire containing indicators of intrapersonal intelligence, including recognising their emotions, being able to express what is being felt, being able to hold their thoughts and opinions, being able to uphold their personal rights, being able to control emotions, being independent, being able to weigh and make decisions, accepting themselves, being confident, having motivation to grow, having initiative and never giving up in achieving life goals.

The high intrapersonal intelligence of PKBM GEMA Tasikmalaya's learning residents affects the self-adjustment ability of learning residents. This is in line with the opinion according to (Rochmawati & Afifah, 2018) that intrapersonal intelligence to adapt is related to self-recognition and decision making. This intelligence has an accurate picture of oneself including weaknesses and potential, realising moods, desires, self-esteem and motivation.

Based on this explanation, intrapersonal intelligence can be a variable in assessing learning citizens. In line with Campbell's opinion in (Wahyudi, 2011). Developing intrapersonal intelligence will make a person have a character that is useful for life such as the formation of a positive self-image and independent thinking. As for learning citizens who have low intrapersonal intelligence, it can be improved through providing an understanding of the importance of recognising oneself and then given assistance in the form of activities that can lead to an increase in the ability to know oneself.

### **Level of Self-Adjustment of Equivalency Programme Learners PKBM Gema Kota Tasikmalaya**

Based on the research findings, the level of self-adjustment of learning residents at PKBM GEMA Tasikmalaya falls into the high category with a percentage of 95%. The answers of learning citizens lead to high self-adjustment, which means that they are able to deal with the demands that exist within themselves and the environment so as to create harmonious conditions between individuals and reality. This means that it is in line with Schneiders' argument in (Yasa, 2015) that

individuals who can adjust themselves optimally have an objective attitude, able to accept the actual reality.

Facts in the field show that learning citizens are faced with various situations that require them to adapt. As explained by Scheinesters in (Ali & Asrori, 2019) that learning to always manage balanced conditions between reality and personal conditions when there are demands for restrictions on norms and values. A person will find himself dealing with frustrating conflicts and pressures if he cannot cope with these demands.

Factors that cause the high self-adjustment of PKBM GEMA Tasikmalaya learning residents are determined by the ability or internal intelligence they achieve. This is in line with Schneider's opinion in (Yasa, 2015) that internal actors are related to the needs of the individual's environment in self-adjustment. Individuals who are able to know themselves to be able to act in harmony with their condition will get a harmonious bond between them and the surrounding environment. This is supported by the opinion of Choirudin (2016, p. 3) that personal adjustment can be said to be successful if there is no feeling of hatred, the desire to avoid the reality he is experiencing.

Then the learning residents of PKBM GEMA Tasikmalaya can express their feelings well. Supported by the opinion of Haber and Runyon in (Mahendrani & Rahayu, 2014) someone who can express their emotions well can be interpreted as expressing their feelings well. In addition, emotionally healthy individuals are able to build and maintain meaningful interpersonal relationships.

The research results indicate that the learning community has a good self-concept and self-confidence. In line with the opinion of (Siefer & Huffnong, 2011), self-adjustment is concerned with several factors including self-adjustment with self-concept, self-esteem and self-confidence. Individuals with a positive self-concept can accept themselves and can complete the demands that are in front of them. Likewise, someone who has self-confidence is thanks to seeing positively to himself and also his surroundings.

Every self-adjustment that occurs is unique as said by Schneiders in (Nurrohman, 2014) there are different patterns of adjustment to each condition and this shows the diversity of self-adjustment. Good self-adjustment will create a good situation, this is in line with the opinion of (Mujiburrahman & Al-Qadri, 2021) that self-adjustment will lead to the creation of healthy interactions. Self-adjustment in the school environment can be seen from having an attitude of respect and willingness to accept school rules, participate in various activities, get along with fellow friends, respect tutors.

Learning citizens are often faced with all the demands that make it difficult for them to adjust. This is in line with the opinion of (Astutik, Astuti, & Yusuf, 2016) that self-adjustment difficulties are characterised by liking to be alone, not having friends and not obeying school rules. Schools have the responsibility of providing a broad education. For this reason, school is the first step in preparing for life. Education makes educators have to oversee the development of learners and assemble a system that is suitable for their development. The success of a person to be able to adjust depends on the methods used by educators so that educators play a role in creating self-adjustment.

## CONCLUSIONS

Based on the results of the study, it shows that intrapersonal intelligence has an effect of 52.9% on the self-adjustment of learning residents of the equivalency programme at PKBM GEMA Tasikmalaya City. While the remaining 47.1% is the contribution of other variables not included in this research model. Self-adjustment can run well supported by intrapersonal intelligence, which is the ability to achieve self-development as an individual and have awareness in knowing oneself so that they can understand their surroundings. The results of descriptive data analysis show that the level of intrapersonal intelligence and self-adjustment of learning citizens of the PKBM GEMA equivalency programme are both in the high category with a percentage of 87.5% and self-adjustment has a percentage of 95%.

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