Character Education with Multiple Intelligences Learning Strategy to Enhance Interpersonal Intelligence Based on Emotional Intelligence

Sri Weni Utami[1], Bambang Budi Wiyono[2], Imanuel Hitipeuw[3], Tutut Chusniyah[4]
Universitas Negeri Malang, Indonesia
weniutami@yahho.co.id

Abstract: This research is aimed to know: (1) The difference between multiple intelligences and conventional learning strategy to enhance the interpersonal intelligence of students of psychology; (2) the influence difference between students possessing low and high level on emotional intelligences toward the emotional intelligences of students of psychology; and (3) the relationship between the multiple intelligences learning strategy and the emotional intelligences toward the interpersonal intelligences of students of psychology at Universitas Negeri Malang. The research method in this case uses quantitative experiment. The instruments used in this study are MSCEIT, a test to measure the emotional intelligence, and questionnaire for analyzing the interpersonal intelligence. The data are analyzed using ANOVA (Analysis of Variance) two tails (2 x 2). The research hypothesis test results indicated that: (1) there are significant differences between the effects of multiple intelligences and conventional learning strategy to interpersonal intelligences of students of psychology at UM with a significance 0.05; (2) there is an influence difference between students possessing low and high emotional intelligences toward interpersonal intelligences of students of psychology 2015/2016 UM with a significance 0.05; and (3) there is a relationship between multiple intelligences learning strategy and interpersonal intelligences of students of psychology at UM with a significant number 0.03.

Keywords: character education, multiple intelligences, learning strategy, interpersonal intelligence

Psychology is the study of human behavior, human mental processes and the factors behind them, aiming to create a better life for human. Undergraduate psychology and psychologists known as a "helper" is expected to possess "high inference" skills or interpersonal intelligence, so that they which are referred to as candidate degree in psychology and psychologists, must have interpersonal intelligence in order to be able to utilize psychological services (Woodworth in Albanik, 2009). Interpersonal intelligence is the ability to understand differences in mood, intention, motivation and feeling of others (Armstrong, 2009). This capability is truly beneficial to understand the thoughts, attitudes and behaviors of others, as well as to establish and build relationships in a social environment (Gardner & Checkley, 1997).

Interpersonal intelligence can be developed positively or negatively. It is assumed to be influenced by the education perception about the cultivation of values in the process of transforming (Semiawan, 2010). Hence, the formation of character-oriented education is indispensable in forming, processing and strengthening the positive nature, including achieving the best character quality. In order to be effective, character education must involve three basis approaches, namely: class-based education, school culture and community (environment) (Albert, 2010).

The education process which applies effective learning strategies could affect the success of the educational process. According to Armstrong (1994), multiple intelligences learning strategies can play an important role in the educational process, because it allows teachers to

develop innovative learning strategies which are relatively new in the world of education. An appropriate learning strategy, in fact, will greatly assist the students to achieve maximum competence in respect to their potential to be intelligent. Similarly, McFarlane (2011) mentions that multiple intelligences learning strategy is the most effective learning strategy in the world of education in 21st century, as applied by taking into account the diversity of the class, its unique quality and the character of the students.

Cooperative learning strategy is a learning strategy that is based on schools of constructivism (Slavin, 1994). The main aspects of cooperative learning techniques are positive interdependence, responsibility and communication among members. The purpose of cooperative learning include: (a) results of academic learning where individual success is determined or influenced by the group's success, so it can be inferred that cooperative learning is truly beneficial for high-or-low-level skill students (b) the acceptance of individual differences, and (c) the development of social skills.

This study uses cooperative learning strategies by applying Jigsaw. It aims to: (1) improve the students' sense of responsibility towards their own and other people's; (2) be ready to give and teach the material to the group members and others, (3). Have dependence to one and another, (4) work cooperatively. In addition, Jigsaw is one type of cooperative learning strategy that emphasizes on cooperation and shared responsibility in the group (Aronson, 2011). Hence, the process of implementation could enable to promote the involvement and feeling of empathy of all learners by providing parts for the essential tasks performed by each member in the group. The process of implementation of jigsaw could also possibly encourage the engagement and feeling of empathy of all learners by providing essential tasks to be performed by each member in the group.

The impact arising from the increase of interpersonal intelligence is emotional intelligence. According to Ikiz & Cakar (2009), interpersonal intelligence is highly needed to develop as it would have an impact on the personal skills of which Goleman (2007) referred to as an emotional intelligence. Salovey and Mayer (in Goleman, 2007), reveals the five aspects of emotional intelligence, namely: a) recognizing emotions, the ability to monitor feelings from time to time and the ability to recognize their own feelings, b) managing emotions, the ability to master his/her own feelings that can be expressed appropriately, c) motivating oneself, namely the ability to mobilize and lead to the set goal, d) recognizing other emotions (empathy), and e) the ability to build relationships and develop closeness with others.

The objective of this study is to determine: (1) the different effect of multiple intelligences learning strategy and conventional learning strategy toward the improve-ment of interpersonal intelligence in students of psychology at Universitas Negeri Malang; (2) the different effect of interpersonal intelligence toward psychology students who have low and high emotional intelligence; and (3) the relationship between multiple intelligences learning strategies and emotional intelligence toward the interpersonal intelligence of psychology student of Universitas Negeri Malang.

RESEARCH METHOD

This research is a quantitative research by applying experimental method. It involves students from the Faculty of Psychology, Universitas Negeri Malang academic year 2015-2016. Additionally, the researcher uses random cluster sampling, with details: students of the Faculty of Psychology academic year 2015/2016 "offering A" as an experimental group and "offering B" as a control group. Meanwhile, for "offering C and D", it is assumed as the pilot group research instruments. The instrument in this study includes MSCIT test, which is used to measure the emotional intelligence, and involves open survey for interpersonal intelligence. To

analyze the data gathered from the survey, the researcher uses Analysis of Variance (ANOVA) two lanes (2x2) technique.

Experiment Procedures:

This study is conducted by following the procedures as follows which are in line with the stages (syntax) of Jigsaw, such as: (1) delivering the purpose, explaining, and giving motivation, (2). Dividing subjects into several groups (each group consists of 5 to 6 people, referred to as the origin group, (3) dividing the material to the origin group to study the given materials, (4) specifying a group of experts from each origin group, (4) providing materials for each group of experts to study about them, (5). Asking to cover the same material in the expert groups; (6) asking the expert group to return to the origin group, (7) explaining the material from a team of experts in the origin group.

To fully understand the concept, below are the complete of syntax for the implementation of cooperative learning strategy using Jigsaw in this study:

Table 1

Syntax Cooperative	Experimental Phase using Jigsaw
Phase 1 Presenting goal setting, describing the purpose and Giving motivation to the students	Phase 1. a). Making 11 groups, b).Giving reading material task and multiplying the materials.
Phase 2 Presenting the information	Phase 2. Group discussion at 11 origin groups.
Phase 3 Organizing the student into team learning	Phase 3. Determining four groups of expert, then discussing with their respective 11 origin groups.
Phase 4 Assisting team work and studying	Phase 4 Group of experts back to the origin group to build the same understanding of the 11 materials from the result of discussion of the group.
Phase 5 Testing the material	Phase 5 Discussing the material individually and in group.
Phase 6 Providing recognition	Phase 6 Choosing the best group and giving them rewards.

RESULTS

The result of the given hypothesis showed that:
1. There is a difference between the effect of the application of multiple intelligences learning strategy and conventional learning strategy toward the interpersonal intelligence of psychology students of UM with 0.05 significance point.
2. There is a difference of influence between students who have high and low emotional intelligence toward the interpersonal intelligence of psychology students of UM academic year 2015/2016 with 0.05 significance point.
3. There is a relationship between multiple intelligences learning strategy and the interpersonal intelligence of psychology student of UM with 0.03 significance point.

DISCUSSION

The results of this study indicate that multiple intelligences learning strategy in the application of Jigsaw can be used to enhance interpersonal intelligence of psychology students. According to Slavin (in Jasmine, 2007), cooperative learning strategy actively

involves interpersonal intelligence, which is used to train the students in order to be able to work well with others, encouraging a mutual collaboration, cooperation, to compromise and discuss for reaching an agreement; and generally prepare them to experience the real world of personal relationships.

Cooperative learning strategies, to some extent, can improve learning achievement and social skills; because it triggers the students to work together and learn the materials mostly from one another, so that the planning and cooperation within the group do not only helps them develop socially but it also contributes to their cognitive development (Fini, Zarei & Sardare, 2014). Students with interpersonal intelligence will be able to understand the learning process using interaction process with others effectively (Chatib and Said, 2012). Besides, cooperative learning model puts students become part of a system of cooperation in achieving optimal results (Stahl, 1994). Hence, in more dominant interpersonal student group, it makes the learning activities work with interaction process of cooperation. Such cooperation model like this enables the emergence of a positive perception of what they can do to help others, and can feel the assistance from other group members while studying together in groups. All in all, cooperative learning strategy can improve interpersonal intelligence, because, according to Abraham (2000), apart from improving the outcome of academic learning, it could also enhance the attitude of acceptance of individual differences, because the heterogeneity featured in the selection of members of the groups lead the students to perceive differences of opinion, and could develop social skills in building cooperation and collaboration.

The process of learning using Jigsaw as a type of cooperative learning strategy is utilized to not just for studying or working in a group, but also attempting to learn "the structure of cooperative encouragement and tasks", thus enabling open interaction and interdependent effective relationship among the members of the group.

CONCLUSION

From the results of this study, it can be inferred that the application of multiple intelligences learning strategy with cooperative learning techniques using Jigsaw in the educational process is effective to enhance interpersonal intelligence of student based on emotional intelligence.

REFERENCE

Albanik, H. 2009. Etika Profesi Psikologi Indonesia dan Sistem Hukum Indonesia. http://repository.unpad.ac.id/id/eprint/6634

Amrstrong, T. 2013. Kecerdasan Multiple di Dalam Kelas. Jakarta: Indeks.

Armstrong, T. 1994. Multiple Intelligence in the Classroom. Alexandria, Virginia, US: ASCD.

McFarlane, C. 2011. Assemblage and Critical Urbanism. Taylor and Francis Online 15: 204-224

Semiawan. 2010. Metode Penelitian Kualitatif. Jakarta: Grasindo.

Slavin, R.E. 2009. Cooperative Learning (Teori, Riset, Praktik). Bandung: Nusa Media.

Aronson, E. 1997. The Jigsaw Classroom (2nd ed.). New York: Longman.

Checkley, K. 1997. The First Seven... and the Eighth: A Conversation with Howard Gardner." Educational Leadership 55, no. 1: 8-13.

Ikiz, F.E., & Cakar, F.S. 2009. Perceived Social Support and Self-Esteem in Adolescene. Procedia Social and Behavioral Sciences. 5, 2338-2342.

Goleman, D. 2007. Kecerdasan Emosional. Jakarta: PT. Gramedia Pustaka. Utama.

Graduate School, Universitas Negeri Malang

Jasmine, J. 2007. Panduan Praktis Mengajar Berbasis Multiple Inteligence Teori Multiple Intelligences Howard Gardner. Yogyakarta: Kanisius.

Fini, Z. & Sardare. 2014. The Comparison between the Effect on Jigsaw 2 and Traditional Teaching Methods on Educational Achievement. Academic Journal of Psychological Studies, 3 (1): 22-26.

Chatib, M. & Alamsyah, S. 2012. Sekolah Anan-anak Juara Berbasis Kecerdasan Jamak dan Pendidikan Berkeadilan. Bandung: Mizan Pustaka.

Stahl, R.J. 1994 *Cooperative learning in social studies*: *A Handbook for Teacher*. New York: Addision Wesley Publishing Company, Inc.

Ibrahim, M., dkk. 2000. Pembelajaran Kooperatif. Surabaya: University Press.

Graduate School, Universitas Negeri Malang