

## The Influence of Activeness in Joining Extracurricular Activity on Students' Social Intelligence

Wina Nurul Fuadah, Mamat Ruhimat, Kokom Komalasari  
Program Studi Pendidikan IPS

**Abstract.** This research is conducted based on the observation in SMP Negeri 3 Jatinangor that many students do not join in any extracurricular activity and have the low social intelligence. This research aims to know the influence of the activeness in joining extracurricular activity on students' social intelligence. The method of the research is correlational method with analyzing technique using Rank Spearman correlation. The subjects of the research were 137 students at Class IX SMP Negeri 3 Jatinangor. The instrument used in this research was questionnaire to measure the activeness in joining extracurricular and students' social intelligence. The data were analyzed by using t-test assisted by SPSS 22.00 for windows. The result of the research shows that there is positive and significant influence when the students are involving actively in extracurricular activity at class IX SMP Negeri 3 Jatinangor with the high correlation level. This means that being active in joining extracurricular activity can be one of the significant factors to influence the students' social intelligence.

**Keywords :** Extracurricular, The activeness, Social Intelligence, Correlational meth.

**Correspondence.** [nwinanurulfuadah@gmail.com](mailto:nwinanurulfuadah@gmail.com)

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### A. INTRODUCTION

School as a formal education institutions has the important role in guiding, teaching and directing the development and capacity in particular potency of student. The activity in school does not only give any skill and knowledge, but also a place to develop the character of student. Obviously, the student should not only focus on the particular knowledge, but also the activity out of the academic environment to help them to develop their potency. Therefore, there must be founding that gives them provision and ability. This ability can be obtained by meeting in a class regularly and systematically and also outside of the class such as the extracurricular activity. Kemendikbud Number 62 Year 2014 Chapter 2 mentions that the extracurricular talent, interest, ability, character, cooperation, and independence of student in optimal way in term to support the national education purpose. The development of student potency aimed can be reflected through extracurricular activity in order to give the students provision to live in real life society.

John Elliot (in Suyono, 2007, pp. 99-100) stated that there are seven intelligences

such as physical intelligence, dimension intelligence, logical intelligence, verbal intelligence, social intelligence musical intelligence and spiritual intelligence. One of those seven intelligences is social intelligence. Throndike in year 1920 stated that social intelligence is the ability of one person to understand, manage and adapt when interacting with someone else (in Suryono, 2007, pp. 103). According to Throndike and Gadner (in Safaria, 2006, pp. 26), social intelligence dimension consists of social insight, social sensitivity, and social communication. First, social insight is the ability to understand the situation or social ethic and find the solution of the social conflict or problem. Aspects of social insight are self awareness, understanding the situation, and skill to solve the problem. Next is social sensitivity. Social sensitivity is the ability to feel and observe the reaction or the changing from others showing well verbally and non verbally. Aspects of social sensitivity are being empathy and sociable. According to Alifha (2016) empathy is created from the social and humanity side. That can be realised with sympathy. Sympathy is the ability to show

understanding of oneself with care, mercy, and forgiving. (In Dia, 2016, pp. 4). The third is social communication. That is the ability to communicate to build the interpersonal relationship. Aspects of social communication consist of effective communication and effective listening. Those three dimension aspects are united and correlate each other.

Social intelligence is important for student because they live with their group and they need each other. According to Riyan (2018) Social intelligence is important to have and develop especially for student to achieve their goals. In other words, the social intelligence contributes to help someone to be success. Many activities in life correlates with other individuals. Students who fail to develop their social intelligence will have many obstacles in social world. They will be left behind. The interpersonal conflict can also retard their maturation. It can make the student feel lonely, unworthy, and isolated. In the end, they will feel depressed and lose their point of life. (Safaria, 2006, pp. 13).

One of the efforts to develop the social intelligence is joining the extracurricular activity. There are many extracurricular activities in SMP Negeri 3 Jatinangor, but many students do not join any of them. Whereas the extracurricular activity can facilitate the students to find their needs such as knowledge, moral value, and personality. Extracurricular activity can develop the students ability to communicate, cooperate, and take responsibility, etc because they can interact with each other and find their potency.

In addition, based on observation result can be seen that the student is difficult to interact with their friends because they lack of self esteem to speak in front of the public. In other condition related to social intelligence, there is a situation where the students should make a group and some of them will isolate themselves because their shyness. The students who cannot work together will be isolated and not given any important role in their lives. The research is

based on the researched conducted by Nur Widianingsih (2014) which is entitled "The Correlation Between The Extracurricular Activity and The Effort of Increasing The Social Intelligence Of Students At Class V MI Al Islam Kartasurta". In that research, there is a conclusion that can be stated that there is positive significant correlation between the extracurricular activity and the effort of increasing students' social intelligence. And in the research of Dalipa Astuti (2014) entitled "The Meaning of Extracurricular Activity In Building Social Intelligence in SMAN 1 Cina Kabupaten Bone" can be concluded that scout, red cross youth volunteer and school security guards volunteer can develop social intelligence. Based on those researches, the researcher wants to do the research entitled "The Influence of the activeness in joining Extracurricular Activity on Students' Social Intelligence" (Correlational Study at Class IX SMPN 3 Jatinangor).

The formulas of the research problems are: first, how is the active level when involving in extracurricular activity at Class IX SMP Negeri 3 Jatinangor ? second, how is the social intelligence ? third, how is the influence of the activeness in joining extracurricular activity at Class IX SMP Negeri 3 Jatinangor?

## **B. METHOD**

The method used in this research is correlational method. Correlational method is a method that studies the relation between two variables or more on how the variation in one variable relates to another variable. (Noor, 2014, pp. 40). Then, according to Frankel and Wallen (2008, pp. 328) the correlational research is a research to know the relation and the level of relation between two variables or more without any effort to effect the variables so that there is no manipulated variable. The population of this research consists of 137 students at IX SMPN 3 Jatinangor. They are 81 male students and 56 female students. Sugiyono explained (2015, pp. 80) population is

generalisation area consist of: objects/subjects that have quality and particular characteristics chosen by the researcher to study and take the conclusion. Whereas the sample technique used in this research is saturated sampling. According to Sugiyono, (2015, pp. 24) saturated sampling is the technique to decide the sample if all the population will be used as the sample. This is to make the generalisation with small risk of mistake.

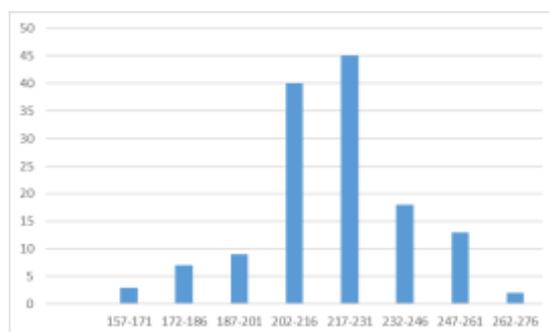
The validity of instrument of the research is examined using Correlational Rank Spearman formula. Whereas, the realibility is using split half technique developed by Spearman Brown. The data analysis used was hypothesis test using SPSS Version 22 program, while Statistic test used was correlational statistic from Spearman Rank considering that the scale used is ordinal. To prove that there is a correlation between first variable and second variable, the researcher used t-test.

## C. RESULT AND DISCUSSION

Variable of Students' involving actively in extracurricular activity in this research was measured through questionnaire which has 57 positive and negative items. For each positive item can be given 1 score for the answer extremelly do not agree, 2 do not agree, 3 doubt, 4 agree, and 5 for extremelly agree. For each negative item can be given 1 score for 1 score for the answer extremelly do not agree, 2 do not agree, 3 doubt, 4 agree, and 5 for extremelly agree.

Based on the data obtained using quuestionnaire to 137 respondents , it showed that the variable of involving actively in extracurricular activity has highest score 271 from the probability achieved ( $57 \times 5$ ) =285 and lowest score as 157 from the highest score probability ( $1 \times 57$ ) = 57.

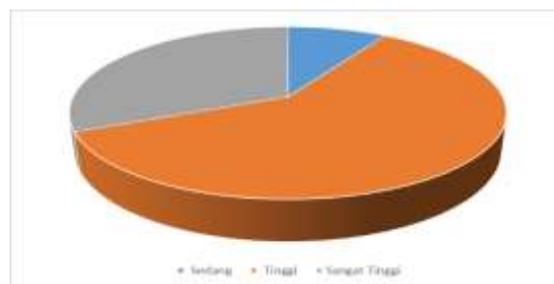
The variable frequency distribution of involving actively in extracurricular activity can be described with this figure.



**Figure 1. The variable frequency distribution of activeness in extracurricular activity**

In this research, the variable of the activeness in joining Extracurricular Activity used ordinal level categorization. The categorization aimed to place the individual to variety of group with phase following one continuum which is counted. The continuum phases were very low, low, medium, high, and very high. Based on the research, there was no student in very low and low category, 12 students (8,77) were in medium category, 82 students (59,85%) in high category and 43 students (31,38%) in

very high category. Therefore, the data of involving actively in extracurricular activity with medium category were 12 students (8,77%), high category were 82 students (59,85%) and high category were 43 students (31,38%). The conclusion is the active level of involving in extracurricular activity at class IX SMPN 3 Jatnanangor is in high category. The bias of active frequency in joining extracurricular activity can be described with figure as follows.



**Figure 2. The Bias of Student Activeness in Joining Extracurricular Activity.**

Every organization with narrow area certainly needs participation from the members. Therefore extracurricular activity needs the involvement from the members called students. The participation in that activity shows the development of student social intelligence. Sadirman (2011, pp. 98) stated that the participation is a activity which can be physic and mental, that is acting and thinking as the series which cannot be separated. Roni Nasrudin (2010, pp. 18) explained that the characteristics of teen students who join the group or activists at least will be like: 1) The involvement or participation in one of the organization in this case is extracurricular activity; 2) the role from the student in extracurricular activity including their position in organization structure and their obligation also loyalty to the activity; 3) there is a clear goal in extracurricular activity like personal, social or academic; 4) there are benefits they get when they follow it like personal, social, or academic; 5) there is support to join extracurricular activity from themselves, teacher, and friends; 6) there is achievement they ever obtain.

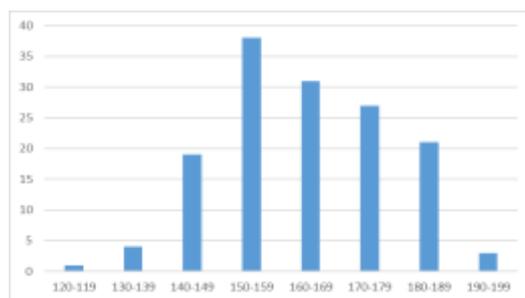
The result of this research shows that the activeness in joining Extracurricular Activity students at class IX SMPN 3 Jatinangor is in high category. This happened because many factors which support the extracurricular activity in SMPN 3 Jatinangor which makes the activity carries on well and students are enthusiast to join. Those factors are a) the

availabilitiy of tools and infrastructures, b) having good management c) the motivation from the students d) the commitment from the headmaster and teachers.

The statement above is supported by the research by Novianti Djafri in 2008 entitled the influence of extracurricular activity on students achievement in Al-Khairat Islamic Boarding School Goronatalo City which stated that extracurricular activity in school is supported by many factors. Those factors are a) the nice athmosphere; b) the availability of tools and infrastructures; c) the commitment from the headmaster and teachers.

According to Sanjaya (2007, pp 101) the activity is not only about physical activity but also non physical activity like mental, intelectual and emotional activity. The student activity in extracurricular is a tool to be the experience that has benefits to build their character.

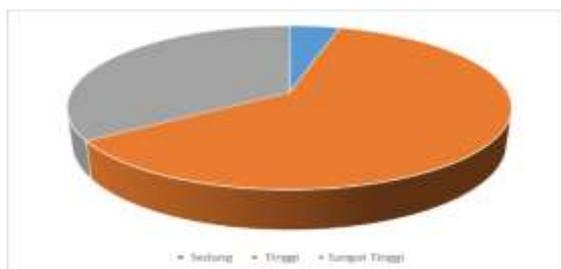
Variable of social intelligence is measured by quistionnaire which has 42 items consisting of positive and negative items. Based on the date obtained to 137 respondents showed that variable of social intelligence has the highest score 193 from the probability of highest score (42 x 95) 210 and the lowest score 120 from the highest score (1 x 42) 42. Frequency of distribution of social intelligence variable can be described by this figure as follows.



**Figure 3. Social Intelligence Distribution Frequency**

In this research, the social intelligence variable used ordinal phase category. The aim of this category was to place the individual to separated group in phase according to particular continuum and attribute measured. Based on the result of the research, there was no student in very low and low category, 6 students (4,38%) were in medium category, 84 students (61,31%) were in high category and 47 students (34,31%) were in very high

category. Therefore, it can be concluded that the data of social intelligency with medium category were 6 students (4,38%) high category were 84 (61,31) and very high category were 47 students (34, 31%). The conclusion is the social intelligence of the students class IX SMPN 3 Jatinangor is in high category. The bias of social intelligence frequency above, can be described in this figure as follows.



**Figure 4. The Bias of Social Intelligence Frequency**

Stephen Jay Could explained that social intelligence is the ability to comprehend and manage social relationship. This intelligence uses soul function as interpersonal tool to have the ability and sensitivity to see the meaning behind the reality. (Ubaydillah, taken from <http://www.e-psikologi.com>). Social intelligence is important for society living because being successful does not always mean about Intelligence Quotient but Social Intelligence has big role to achieve the succes in life. Many people with average Intelligence Quotient but they can be succesful with increasing the social intelligence. The result of the research showed that social intelligence of students at

class IX SMPN 3 Jatinangor is in high category. According to Gerungan and Septiyarsih (in Dalwis, 2013, pp 14) Social Intelligence is affected by family, school, and environment. 1) Family. Family is the first place to learn in social life. Someone can learn environment norm, internalized norm, behaviour, etc.The interaction experience in family can be the orientation for someone to interact with society. Scaffolding, social economy status, family harmony, parents behaviour can affect individual social development. Divorcing can also give negative effect on students' social intelligence. 2) School. School as formal education institution is not only about knowledge but also giving counseling

, speech, teaching, interviewing, and other skills. School can provide knowledge and social intelligence. The individuals who can interact with their friends, teachers, staffs older than them can teach something more than intellectual development. In school, individuals can cooperate in a group and the rules can help them to achieve social intelligence. Emphaty is affected by friend. 3) Environment. Many environment factors affect individual social intelligence starting from pregnancy until giving birth. After giving birth, the environment strongly affects the social intelligence. Learning process can divide individual's behaviour. Through learning process, the culture also affects too. The norm standart applied in one environment can teach them right and wrong thing in that group. The importance of developing social intelligence to child

according to May Lwin (2008, pp. 199) is to make them mature in society and adapt so that they can have succes in job also for emotional and physical prosperous. In order to have a smart kid, the teacher and the parent should teach social skill to them. Akhmad Muhaimin Azzet (2006, pp. 64) said that there are five skills to teach to kids like communication, humor sense, friendship, role play in a group and politeness in society.

The objective of this research is to know the influence of the activeness in joining extracurricular activity on students' social intelligence. The hypothesis test in this research functions to answer the research problem decided. Hypthothesis used in this research is assisted by SPSS software version 22 with t-test. The result of the hypothesis as follows.

**Table 1 . The Result of Correlation Test Between The Activeness in Joining Extracurricular Activity on Students' Social Intelligence**

		Keaktifan Mengikuti Kegiatan Ekstrakurikuler	Social Intelligence
Spearman's rho	Keaktifan Mengikuti Kegiatan Ekstrakurikuler	Correlation Coefficient Sig. (2-tailed) N	,717** ,000 137
	Kecerdasan Sosial	Correlation Coefficient Sig. (2-tailed) N	1,000 ,000 137

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation test Spearman Rho in the Activeness in Joining Extracurricular Activity at class IX SMPN 3 Jatinangor Variable produces correlation as many as 0,717 and probability 0,000. Correlational coefficient between the The Activeness in Joining Extracurricular Activity on

Students' Social Intelligence a number of 0,717 showed that there is an influence between these two variables in a strong category because they are in range 0,60-0,799. The samples of this research are 137 students. Because rho table is restricted in n-30, the rho is counted and restricted on n-

30. The rho is counted and tested significantly with the t formula, so the result is  $t_{observed}$  11,951. Because  $t_{observed}$  11,591 >  $t_{table}$  1,960, the  $H_0$  is rejected and  $H_a$  is accepted in 5% significant amount. The conclusion is that there is positive and significant impact on the activeness in joining extracurricular activity on students' social intelligence at class IX SMPN 3 Jatinangor.

The activeness in joining extracurricular activity and students' social intelligence has correlation each other. This can be proven by the analysis result that gives the description about correlational coefficient between the activeness in joining extracurricular activity and students' social intelligence in amount 0,717 in interval 0,60-0,799 which means strong correlation.

This research shows that there is positive and significant impact on the activeness in joining extracurricular activity on students' social intelligence. The amount is 71,7% which means the higher the activeness in joining the extracurricular activity, the higher social intelligence they have. Vice versa, the lower the activeness in joining the extracurricular activity is the lower social intelligence they have.

This research shows that the activeness in joining the extracurricular activity affects the students' social intelligence. It happens because the students who are active in joining the right extracurricular activity can take the positive values and have high social intelligence to interact with friends, teachers and environment. This is related to the function of extracurricular activity based on Permendikbud RI Number 81 A year 2013 about the implementation of Extracurricular Orientation Curriculum (2013, pp. 3) that the extracurricular activity in one intuition functions to develop the ability and social responsibility to student. Social competency is developed through giving the chance to students to expand the experience, social skill practice, moral and social value internalization.

Extracurricular activity is the activity out of the academic hour which is programmed and adapted with the school needs. According to Asmani (2011, pp 62) extracurricular activity is the activity beside the school subjects and counseling to help them to develop the individuals' need, potency, talent and interests through the activity facilitated by teacher or stakeholder in school. The goal of extracurricular activity in school is applied in Minister Rule about National Education Number 39 year 2018 that is 1) Developing the students' potency which is integrated optimally such as talent, interest and creativity 2) Developing students' character to build school tenacity as educational environment and avoid negative impact against the education goal. 3) Actualizing the students potency to gain the achievement related to their talent and interest. 4) Preparing the students to be the individual who has pious behaviour, be democratized, honor the value of human rights to create independent society. Intellectual intelligence development will be more facilitated through intracurricular activity whereas social intelligence development will be more facilitated through extracurricular activity. Spiritual intelligence includes both intracurricular and extracurricular activity. Extracurricular activity does not only develop students' talent but also their behavior to be honest, discipline, and can communicate well.

With that correlation, it can be concluded the higher the activeness in joining the extracurricular activity the higher social intelligence is and vice versa, the lower the activeness in joining the extracurricular activity the lower social intelligence of the students is. As known that the purpose of education is to develop the potency of students (Verse 3 Law Number 20/2003 about National Education System), if the potency of the students is called intelligence, it means developing the spiritual and social intelligence.

#### D. CONCLUSION

Based on the research findings and the data analyzing conducted, it can be concluded from the problems of the reseach: First the students' activeness in joining extracurricular activity at class IX SMPN 3 Jatinangor is in high category. Second, social intelligence at at class IX SMPN 3 Jatinangor is in high category. Third, the students' activeness in joining extracurricular activity at class IX SMPN 3 Jatinangor has the postive impact to their social intelligence.

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