



Investigating Between Social Intelligence and Moral Intelligence to Academic Achievement in Psychology Students

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Abstract

In Indonesia, education is regulated within Law Number 20 of 2003 Chapter 6. This proves that education is significant. Education can guide human life, both individual and social life. One of the things discussed in education is academic achievement. Academic achievement is the result achieved by students, there are at least two factors that influence the increase in academic achievement, namely social intelligence and moral intelligence. This study aimed to determine the relationship between social intelligence and moral intelligence with academic achievement in psychology faculty students. The research subjects totaled 110 students using a purposive random sampling technique. Three measuring instruments are used in this study with details of two variables using a scale and one using documentation. The social intelligence variable is measured based on two aspects with eight indicators from Goleman, the moral intelligence variable is measured based on the four aspects from Lennick & Kiel, and then the academic achievement variable uses the student achievement index (IP) in the form of documentation. Analysis was performed using multiple regression. The results of the hypothesis prove that social intelligence and moral intelligence have a significant relationship with academic achievement, with a value of $p = 0.006$ ($p < 0.05$), $r = 0.319$, $R^2 = 0.102$, $F = 5.370$. Thus, it can be concluded that the variables of social intelligence and moral intelligence together make an effective contribution of 10.2% to increasing academic achievement.

Keywords: social intelligence, moral intelligence, and academic achievement

Abstrak

Di Indonesia, pendidikan diatur dalam UU Nomor 20 tahun 2003 pasal 6. Hal ini membuktikan bahwa pendidikan menjadi hal yang penting. Dengan pendidikan dapat membimbing kehidupan manusia, baik dalam kehidupan individual maupun sosial. Salah satu hal yang dibahas di dalam pendidikan adalah prestasi akademik. Prestasi akademik merupakan hasil yang dicapai peserta didik, setidaknya ada dua faktor yang mempengaruhi peningkatan prestasi akademik yaitu kecerdasan sosial dan kecerdasan moral. Tujuan penelitian ini untuk mengetahui hubungan kecerdasan sosial dan kecerdasan moral dengan prestasi akademik pada mahasiswa fakultas psikologi. Subjek penelitian berjumlah 110 mahasiswa dengan menggunakan teknik purposive random sampling. Alat ukur yang digunakan dalam penelitian ini ada tiga dengan rincian dua variabel menggunakan skala dan satu variabel menggunakan dokumentasi. Variabel kecerdasan sosial diukur berdasarkan dua aspek dengan delapan indikator dari Goleman, variabel kecerdasan moral diukur berdasarkan empat aspek dari Lennick & Kiel, dan selanjutnya variabel prestasi akademik menggunakan indeks prestasi (IP) mahasiswa dalam bentuk dokumentasi. Analisis dilakukan dengan menggunakan regresi ganda. Hasil hipotesis membuktikan bahwa kecerdasan sosial dan kecerdasan moral memiliki hubungan yang signifikan dengan prestasi akademik, dengan nilai $P = 0.006$ ($p < 0.05$), $R = 0.319$, R Square = 0.102, $F = 5.370$. Dengan demikian dapat disimpulkan variabel kecerdasan sosial dan kecerdasan moral secara bersama-sama memberikan sumbangan efektif sebesar 10,2% terhadap peningkatan prestasi akademik.

Kata kunci: kecerdasan sosial, kecerdasan moral, dan prestasi akademik,

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INTRODUCTION

Education plays an essential role in building human civilization. In Indonesia, education is regulated in Law Number 20 of 2003, article 6, paragraphs 1 and 2 reads:

"...Every Indonesian citizen aged seven to fifteen is required to attend primary education. Every Indonesian citizen is obliged to organize education in Indonesia. This proves that education in Indonesia is critical..."

Education is an important thing that can guide human life. Education can guide human life, both individual and social life. Where will we guide humans to become responsible beings in their lives. In addition, education also affects human life, both in terms of physical, emotional, behavior and even human beliefs themselves (Riyadi, 2020).

In Indonesia, there is a system called curriculum. The curriculum is a set of subjects and educational programs an educational institution provides with lesson plans to be given to students in one period of education. The curriculum in Indonesia to date has changed ten times. This is because the changes in the world also encourage changes in the education curriculum. The right curriculum can make students able to measure their abilities and understand learning at school. By understanding the lessons, students are expected to achieve high academic achievement. Academic achievement can be achieved when learners realize their goals and have targets to achieve, then try their best to achieve high academic achievement (Chia, Y & Hutagalung, F, 2022).

According to Djamarah (2002) academic achievement is the result obtained through the learning process, expressed by changes in behavior within

the individual. The manifestation of learning outcomes can be measured using standardized tests. These tests can be oral, written, or immediate problem-solving (Sobur, 2006). Academic achievement is one of the indicators of learner success. The success of learners is seen in the academic achievement they get. If students are successful in achieving high academic achievement, of course, students can master these abilities or knowledge, then can move on to learn other abilities or knowledge (Kurnia & Afifah, 2021).

In the university realm, one way to see students' academic achievement is by looking at the Grade Point Average obtained by students. Students with a high achievement index can be categorized as having high academic achievement and vice versa. Students with a low achievement index can be categorized as having low academic achievement. Academic achievement in students is undoubtedly an important thing. High academic achievement in students is used as one of the provisions for entering the world of work. Usually, individuals who have high academic achievement tend to have high concentration and have more expertise in their fields (Tentama & Abdillah, 2019).

Good achievement is obtained through several factors. According to Subahri & Lumajang (2019) Two factors influence academic achievement, including internal and external factors. Internal factors come from within the individual, consisting of intelligence, interests, talents, attitudes, emotions, intelligence, motivation, and physical and psychological conditions of the individual. While external factors are factors that come from outside the individual, consisting of the family environment, school, and community environment. As explained by Subahri &

Lumajang (2019) there are internal factors, one of which is intelligence. Intelligence is divided into spiritual intelligence, emotional intelligence, moral intelligence, and social intelligence.

Academic achievement is influenced by social intelligence. This is supported by research conducted by Linda Zakiah (2020) this shows that social intelligence affects academic achievement, so the higher a person's social intelligence, the higher his academic achievement. According to Goleman (2006) social intelligence is an individual's ability to establish good relationships with others, be sensitive to stimuli, and be able to understand the feelings of others. Social intelligence is the ability to be aware of social situations, understand the emotional states of others, and build and maintain relationships with others (A. Rahim, Civelek, & Liang, 2018). Goleman (2006) he added that there are two aspects to social intelligence, namely, social awareness and social facilitation. Social awareness is divided into four, namely, basic empathy, alignment, empathic accuracy, and social cognition. Furthermore, social facilities are divided into four, namely, synchronization, self-presentation, influence, and care.

In addition to social intelligence, moral intelligence can also affect academic achievement. This is by the research Jaseena (2019) which argues that moral intelligence affects the academic achievement that a person gets. According to Kiel (2005) Moral intelligence is the ability to apply universal principles to one's values, goals, and behavior. Moral intelligence is an individual's ability to understand and distinguish between good and evil. Individuals who have good moral intelligence are individuals who have strong ethical beliefs so that they can act

on these beliefs and make individuals able to distinguish between good and evil (Beheshtifar, Esmaeli, & Moghadam, 2011). Kiel (2005) added that with moral intelligence, individuals can take meaning from every event they experience in life. Several aspects of moral intelligence include integrity, responsibility, compassion, and forgiveness.

Previous research was only related to one of two variables: social intelligence with academic achievement or moral intelligence with academic achievement. Only now, only a few researchers have conducted research related to social intelligence and moral intelligence with academic achievement. This makes researchers want further to examine social and moral intelligence with academic achievement.

The reason for the importance of this research was conducted on students, especially psychology students of UIN Raden Fatah Palembang, the results of interviews with the community around the campus totaling 15 people (15 October 2022) showed that the community knows Islamic university students, known as students who have high morals. Because they study religion in their campus life. Where religion has a close relationship with morals supported by the results of research Reza (2013) shows that the higher the religiosity possessed by a person, the higher the moral intelligence he has. In addition, people also think that psychology students have high social intelligence because they study about human behavior, which should make them understand how to mingle with people. Psychology students will essentially become counsellors, whereas counsellors must have high social intelligence (Yuline, 2021). In research conducted by M. Rahim, Usman, & Puluhulawa (2017)

said that people who have high social intelligence will have good academic achievement, as well as in research by Subahri & Lumajang (2019) said that people who have high moral intelligence will have high academic achievement. This is why the author wants to take the topic of social intelligence and moral intelligence with academic achievement.

Based on the explanation above, the study aims to determine the relationship between social and moral intelligence and academic achievement. The hypothesis proposed is "there is a significant relationship between social intelligence and moral intelligence with academic achievement." The study results can help improve academic achievement in students and are expected to be a reference for the psychology faculty of UIN Raden Fatah Palembang.

METHOD

The study used a quantitative research design. The population contained in the study totaled 968 students. Took the number of subjects through purposive random sampling technique. The purposive random sampling technique is a technique for determining subjects based on the characteristics of the subject itself, which is theoretically interesting (Uyun, M 2022).

The purposive random sampling technique with several criteria, namely (1) Psychology students of UIN Raden Fatah Palembang, (2) Students of semester 7-8, (3) Students of class 2019, and (4) Willing to fill out the research questionnaire. The purposive random sampling technique that was carried out obtained 160 students. Furthermore, it was determined using the Isaac and Michael determination table for an error rate of 5%, so the subjects obtained

were 110 students (Sugiyono, 2006).

The data collection process was carried out using a Likert model scale in the form of a form to research subjects totaling 110 psychology students based on purposive random sampling technique. Academic achievement using the documentation method in the form of the value of the Achievement Index (IP) in 2022, the social intelligence scale is the result of adaptation based on previous research by Isnaini (2019), then the moral intelligence scale is made by the researcher based on aspects from (Kiel, 2005), which has previously been tried out by the researcher. The reliability test results of the social intelligence scale are 0.921. The reliability test results of the moral intelligence scale are 0.924. Furthermore, the validity of scale items, for the social intelligence scale, an example of a valid item on the 42nd statement "It is difficult to calm a sad friend" with a validity score of 0.733, then for the moral intelligence scale, an example of a valid item on the 1st statement "Greet when passing an older person" with a validity score of 0.755. Regarding the obstacles in distributing the scale using G-form, there are no obstacles, each statement is answered by the respondent so that it can be analyzed.

RESULT

Normality Test

The normality test aims to test whether the residual variables in a regression test have a normal distribution or not (Uyun, M, 2022). One way to test normality is with the Kolmogorov-Smirnov test. In this study, using the Kolmogorov-Smirnov test, which obtained a sig. Value of 0.164 on the residual variable of social intelligence, moral intelligence with

academic achievement. This shows that the three variables in this study have a sig coefficient value > 0.05 . When the sig coefficient value > 0.05 , the three data are typically distributed.

Table 1. *Kolmogorov-Smirnov Normality Test Results*

	Sig.	Keterangan
Unstandardized residual	0,164	Normally distributed

Multicollinearity Test

Multicollinearity is a symptom that occurs in research subjects, where when a multicollinearity test is carried out on multiple linear regression, multicollinearity should not occur. This means there is no correlation between the independent variables in the study.

Table 2. *Multicollinearity Test Results*

Variabel	Tolerance	VIF	Keterangan
Academic Achievement (Y) – Social Intelligence (X1)	0,421	2,376	Not multicorrelational
Academic Achievement (Y) – Moral Intelligence (X2)	0,421	2,376	Not multicorrelational

Based on the table above, where the VIF value on social intelligence and moral intelligence is 2.376 and 2.376, which is smaller than 10, it is concluded that social and moral intelligence's effect on academic achievement has no symptoms of multicollinearity. It can conclude that the effect of social intelligence and moral intelligence on academic achievement has no symptoms of multicollinearity.

Hypothesis Test

Table 3. *Full Model Regression Analysis Test Results*

Variabel	F Hitung	F Table	R ²	P	Keterangan
Academic Achievement (Y)					
Social Intelligence (X1)	5,370	2,70	0,102	0,006	Significant
Moral Intelligence (X2)					

The hypothesis of this study is to determine the correlation between social intelligence and moral intelligence with academic achievement. The analysis technique used is multiple regression analysis. The results of hypothesis testing show the F count $>$ F table, which means that social intelligence and moral intelligence on academic achievement has a significant influence with a value of F = 5,370 and p = 0.000 (p $<$ 0.05). This means that social intelligence and moral intelligence can predict academic achievement, or there is an influence of social intelligence and moral intelligence on academic achievement as well as the effectiveness of the influence of 10.2%, and other factors influence the rest.

Table 4. *Stepwise Model Analysis Test Results*

Variabel	Sig	Keterangan
Social Intelligence on Academic Achievement	0,048	Significant
Moral Intelligence on Academic Achievement	0,002	Significant

Table 6 shows that the sig value $<$ 0.05, which means that there is a significant influence between social intelligence and academic achievement with a value of p=0.000 $<$ 0.05. Then moral intelligence on academic achievement shows a significant influence with a value of p=0.000 $<$ 0.05.

DISCUSSION

Based on the results of multiple regression analysis calculations, it is known that there is a significant relationship between social intelligence and moral intelligence with academic achievement. This is indicated by the coefficient $F_{reg} = 5.370$; $p < 0.005$. This means that the higher one's social and moral intelligence, the higher the academic achievement. On the other hand, the lower one's social and moral intelligence, the lower the academic achievement. From the results of this study, the proposed hypothesis is accepted.

This is in line with the opinion of Subahri & Lumajang (2019) this explains that several factors, including internal and external factors, influence academic achievement. Internal factors come from within the individual, consisting of intelligence, interests, talents, attitudes, emotions, intelligence, motivation, and physical and psychological conditions of the individual. Meanwhile, external factors are factors that come from outside the individual, consisting of the family environment, school environment, and community environment. As explained by Subahri & Lumajang (2019) there are internal factors in the form of intelligence. Intelligence factors such as spiritual intelligence, emotional intelligence, moral intelligence, and social intelligence can affect academic achievement.

Also found in this study that social intelligence is partially positively related to academic achievement. This is in line with the results of research by Linda Zakiah (2020) this shows a relationship between social intelligence and academic achievement, where this study lists a correlation coefficient of 0.969. This shows that the higher a person's social intelligence, the higher their academic

achievement. Other research conducted by Saravan & Prabu (2019) said that there is a relationship between social intelligence and academic achievement.

Children with high prosocial behavior tend to do well academically, whereas aggressive children, and bullies, tend to have poor academic performance (Jambheshwar & Sharma, 2012). Goleman (2006) asserts that social intelligence is an individual's ability to establish good relationships with others, be sensitive to stimuli, and be able to understand the feelings of others. Social intelligence is an individual's way of solving problems and how individuals can create something new in the community.

Furthermore, the results of this study also show that partially moral intelligence with academic achievement has a positive relationship. The positive direction of the relationship indicates that the higher the moral intelligence, the higher the academic achievement. Conversely, the lower the moral intelligence, the lower the academic achievement. This is in line with the results of the research Subahri & Lumajang (2019) showed that there is a significant relationship between moral intelligence and academic achievement. Another study Jaseena (2019) showed that moral intelligence affects academic achievement.

According by Kiel (2005) Moral intelligence is a person's mental capacity to determine how or principles of life apply to individual values and behavior. According to Suherli, Lusa, & Agusdianita (2016) Individuals with high moral intelligence are usually able to overcome problems well, find solutions to problems faced, and complete tasks in a scheduled and neat manner. The results of research conducted by Kitjaronchai (2016) showed a relationship between academic achievement and one's involvement in



moral activities. This shows that a person involved in moral activities such as respecting parents, greeting when meeting parents, and keeping the environment clean has higher academic achievement than those not involved in moral activities.

Simultaneously, it is known that social intelligence and moral intelligence contribute 10.2%. The relationship between social intelligence and moral intelligence with academic achievement is one thing that must be considered. As the opinion M. Rahim, Usman, & Puluhulawa (2017) Learning has a social side, where learning requires acts of cooperation necessary to achieve a goal. Of course, individuals should have communication skills, in other words, social intelligence. Social intelligence is helpful so that individuals can achieve goals in groups and not cause tension and discomfort in the group.

Waskito, Pramono, & Firmansyah (2022) added that social intelligence is needed in lectures. Students are required to be able to interact and cooperate with others. Good social interaction can cause students to motivate each other, exchange information, compete positively with each other, cooperate and help each other in lectures. Social maturity contributes to academic achievement (Singh Puar & Thukral, 2012).

Individuals with good social intelligence tend to have many friends, are easy to get along with, can adapt to new environments, are good at interacting, and are beneficial for themselves and others. Conversely, individuals who do not have good social intelligence will experience many obstacles in their social life, including being excluded from the social environment, feeling lonely, considering themselves worthless, and even isolating

themselves. In addition, individuals tend to get depressed quickly and lose the meaning of life that they have (Suherli et al, 2016). In line with research conducted by Obilor & Ikpa (2019) the dimensions of social intelligence, such as self-awareness, self-motivation, and empathy, can improve academic performance.

In addition, according to the opinion of Mir (2021) that social intelligence affects one's success, where one can communicate with others and relate positively with others, which requires social intelligence. Social intelligence certainly affects individual actions; actions such as providing social support to others are influenced by social intelligence. Giving social support to people with physical limitations can certainly increase gratitude and improve the social welfare of individuals who experience these physical limitations (Ivonesti & Nashori, 2018).

In terms of morals, academic achievement also affects moral intelligence. By research conducted by Hussain (2020) that moral intelligence contributes positively to academic achievement. Moral intelligence and academic achievement have a significant relationship, but this also depends on the type of school and the community environment around the school (Brindha & Somasundaram, 2019). The type of school is how the school is, such as the rules applied, teachers or lecturers, facilities, and others. The school environment determines moral intelligence and the environment outside the school.

Furthermore, moral intelligence is related to social intelligence. As we know, social and moral intelligence refers to relationships with others (Al-adwan, 2022). Social intelligence, such as interacting with others, goes hand in hand with moral intelligence, which is



respecting others. This explains why moral intelligence is related to social intelligence.

In research Khonig, Hasani, & Mahmoudi (2018) shows that the presence of moral and social intelligence possessed by students can help reduce bullying. One way to increase social intelligence to reduce bullying is by conducting social skills training (Ivonesti & Nashori, 2018). In addition, having social and moral intelligence can help students achieve high academic achievement. Based on the description above, it is known that there are 89.8% of other factors that affect academic achievement that has yet to be examined in this study.

CONCLUSION

Based on the results of the analysis and discussion previously described, it can be concluded that social intelligence and moral intelligence affect students' academic achievement. Social intelligence positively affects academic achievement and moral intelligence, which partially positively affects academic achievement. Social and moral intelligence must be trained continuously both in and off-campus environments. This study provides recommendations for psychology faculty to strengthen social and moral intelligence in psychology students because society knows that psychology students should have high social intelligence. The society also expects students to have high moral intelligence. In addition, it is expected that future researchers to conduct research with different subjects and with a broaderscope.

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