

## The Relationship Between Interpersonal Communication And Social Intelligence In Online Learning On Social Knowledge Learning Outcomes (Ips) Elementary School Students

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### Abstrak

There are no packages and require more costs in the learning process. Researchers are interested in researching the relationship between Interpersonal Communication and Social Intelligence in Online Learning on Social Science Learning Outcomes (Ips) of Bancar Elementary School Students. The research method that researchers use is quantitative. Collecting data using interviews, observation and distribution of questionnaires to fifth grade students. The results of this study are based on the attached tcount value of 8.814 and a significance of 0.000. Because tcount > ttable (8.814>2.048) or significance <0.05 (0.000<0.05) then Ha is accepted and ho is rejected meaning that there is a significant relationship between interpersonal communication in online learning and student learning outcomes in social studies subjects at Bancar. In the attachment the tcount value is 0.323 and a significance of 0.750. Because tcount < ttable (0.323>2.048) or significance <0.05 (0.750>0.05) then Ho is rejected and ha is accepted meaning that there is no significant relationship between social intelligence in online learning and student learning outcomes in social studies subjects at Bancar.

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### Abstrak

Tidak adanya paket dan membutuhkan biaya lebih dalam proses pembelajaran. Peneliti tertarik meneliti tentang hubungan Komunikasi Interpersonal Dan Kecerdasan Sosial Dalam Pembelajaran Daring Terhadap Hasil Belajar Ilmu Pengetahuan Sosial (Ips) Siswa SD Bancar. Metode penelitian yang peneliti gunakan menggunakan kuantitatif. Penggalan data menggunakan wawancara, observasi dan penyebaran kuisioner kepada siswa kelas lima. Hasil penelitian ini adalah Berdasarkan lampiran nilai  $t_{hitung}$  sebesar 8,814 dan signifikansi 0,000. Karena  $t_{hitung} > t_{tabel}$  (8,814>2,048) atau signifikansi <0,05 (0,000<0,05) maka  $H_a$  diterima dan  $H_0$  ditolak artinya ada hubungan yang signifikan antara komunikasi interpersonal dalam pembelajaran daring terhadap hasil belajar siswa pada mata pelajaran IPS di Bancar. Berdasarkan Tabel 4.22 pada lampiran nilai  $t_{hitung}$  sebesar 0,323 dan signifikansi 0,750. Karena  $t_{hitung} < t_{tabel}$  (0,323>2,048) atau signifikansi < 0,05 (0,750>0,05) maka  $H_0$  ditolak dan  $H_a$  diterima artinya tidak ada hubungan yang signifikan antara kecerdasan sosial dalam pembelajaran daring terhadap hasil belajar siswa pada mata pelajaran IPS di Bancar.

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## 1. INTRODUCTION

Based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength,

religion, self-control, personality, intelligence, noble character, as well as the skills needed by himself, (Guo & Reinecke, 2014) society, nation and state. Educational efforts organized by the government in the context of developing quality human resources must be able to form human beings who have noble character while developing their potential. One form of education unit organized by the government in order to form quality human resources can be pursued through Elementary Schools (SD). (Abas et al., 2019a) One of the important requirements in learning planning that must be owned by elementary school teachers is to actualize students' potential through learning activities so that learning objectives are achieved. (Maksum et al., 2021) The teacher's success in managing social studies learning in class can be measured by the quality of the learning carried out. (Nasrullah et al., 2018) One aspect to measure the quality of learning can be seen from the acquisition of student learning outcomes. Learning outcomes are changes in behavior that are obtained by students after experiencing learning activities. Learning outcomes can be obtained by using learning achievement tests and observation sheets. This assessment aims to measure and determine the success rate of student learning in the aspects of attitudes, knowledge, and skills. (Falaq, 2022) In this study, researchers examined all of these aspects, namely attitudes, knowledge, and skills. This is in line with Suprihatiningrum's opinion that learning outcomes are very closely related to learning or learning processes whose targets are grouped into three groups, namely attitudes, knowledge, and skills. Assessment of student learning outcomes at the basic education level includes aspects of attitudes, knowledge, and skills. Assessment of learning outcomes by the teacher is carried out in the form of tests, observations, assignments, and other forms. Factors that relate to student learning success include: the child's intelligence, the readiness or maturity of the child, the child's talent, the willingness to learn, the child's interest, the model of presenting the material, the teacher's personality and attitude, the learning atmosphere, the teacher's competence, and the conditions of the community. (Octaviyantari et al., 2020)

One type of child intelligence that relates to student achievement/outcomes, one of which is social intelligence. Social intelligence is needed by students, because student learning activities are always related to other students in achieving learning achievements. Meanwhile, one of the teacher competencies that play a role in student learning outcomes is interpersonal communication. (Shree, 2011) Teachers who have good interpersonal communication can contact students to be active and achieve in learning. The main factors in supporting student learning outcomes are interpersonal communication and social intelligence. Communication that takes place between teachers and students is interpersonal communication or commonly referred to as interpersonal communication, (Susanto & Rachmadtullah, 2019) which is spontaneous and informal, receives maximum feedback and participants play a flexible role. Interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly either verbally or non-verbally. Interpersonal communication is considered the most effective in changing one's attitude, opinion or behavior, (Karyotaki & Drigas, 2016) because it is dialogic. Interpersonal communication can occur between children and their parents, between teachers and students and so on. Effective interpersonal communication has indicators including openness, empathy, support. In accordance with the study of interpersonal communication, between teachers and students in the teaching and learning process has the following indicators: (Raes et al., 2012) 1). Openness, namely the willingness to respond with pleasure to information received in dealing with interpersonal relationships (Hadjerrouit, 2010) 2). Empathy is feeling what others feel 3). Support is an open situation to support effective communication 4). Positive feeling, that is, a person must have a positive feeling towards himself, creating a conducive communication situation for effective interaction (Suswandari et al., 2020) 5). Equality is tacit recognition that both parties are valued, useful and have something important to contribute. (Hutchins et al., 2013) While social intelligence is a person's abilities and skills in creating relationships, building relationships and

maintaining social relations so that both parties are in a mutually beneficial situation. (Yasin et al., 2021)

With the social intelligence they have, students can interact well with others. In addition, students can quickly adapt to everything around them, for example teachers, friends, or material in a subject. So that students can take advantage of the environment as a medium and means of learning well. (Herpratiwi et al., 2018) Social intelligence is intelligence related to understanding the environment. (Cornelius-White, 2007) Children who have good social intelligence will certainly be independent, confident and have good emotional stability so that when learning children are able to follow it well, which then allows it to relate to the acquisition of learning outcomes. Indicators of social intelligence can be demonstrated by situational awareness behavior, ability to carry oneself, authenticity, clarity or clarity, empathy. Social Sciences (IPS) studies the concepts of social life and its relation to solving social problems in society. Social Studies Elementary School is a subject that integrates the concepts of social science disciplines, humanities, science, and social issues in life. Social studies education is closely related to the knowledge, skills, attitudes and values that enable students to participate in the community in which they live. Based on this description, social studies education in elementary schools is important as a provision for life in society in dealing with various social problems through the application of knowledge, skills, attitudes, and values obtained. (Ibtidaiyah, 2022)

This research was conducted at SD Bancar. Students in the learning process often use online because there are obstacles to the school closing their students. The majority of students there are children from farmers and the environment there is on the north coast. Online learning activities are learning that is carried out through ZOOM Meeting or Google meet. One of the obstacles to online learning is that there is no network so it is intermittent when learning. There are no packages and require more costs in the learning process. Researchers are interested in researching the relationship between Interpersonal Communication and Social Intelligence in Online Learning on Social Science Learning Outcomes (Ips) of Bancar Elementary School Students. (Guo & Reinecke, 2014)

## 2. RESEARCH METHODS

This study uses a quantitative approach. The way to find data in this study is to use interviews, observation, observation and distribution of questionnaires. As for the variables that researchers used in finding data, (Abas et al., 2019a) variable X1: Interpersonal Communication variable X2: Social Intelligence in Online Learning and Variable Y: Learning Outcomes of Social Sciences (Ips). Researchers tested the validity of the data using the validity test and reliability test. With a sample of 11 students. Interpersonal Communication Questionnaire Grid (X1): (Maksum et al., 2021)

1. Openness.
2. Four.
3. Supportive attitude.
4. Positive attitude
5. Equality

Social intelligence grid (X2): (Nasrullah et al., 2018)

1. Situational awareness
2. The ability to carry yourself
3. Authenticity
4. Clarity
5. Empathy

In this study the questionnaire used was arranged according to the Likert scale. Each answer connected with a statement or attitude support. (Falaq, 2022)

1. Always, score value 4
2. Frequently, score a value of 3

3. Sometimes, 2
4. Never, score value 1

### 3. DISCUSSION RESULT

#### 3.1 Discussion

##### Test The Validity Of The Interpersonal Communication Questionnaire (X1)

To find the validity of each questionnaire (Octaviyantari et al., 2020) that will be examined, the researcher uses the formula:

$$r_{xy} = \frac{N \sum Y}{\sqrt{\{\sum X^2 (\sum XY)^2\}}}$$

$$r_{xy} = \frac{4179}{\sqrt{239 \times 73.570}} = \frac{4179}{\sqrt{1758}} = \frac{4179}{41,97} = 0,995$$

Through the calculation above, it is known that the value of rxy is (0.995). To find out its validity, then proceed by looking at the table of product moment coefficient values "r" by first finding its df with the formula:

$$Df = N - nr$$

$$= 11 - 2$$

$$Df = 9$$

Table "r" product moment, it turns out that Df is 8 at a significant level of 5% of 0.374. So that the calculated results of rxy (0.995) are greater than rtable at the 5% level, then item number 1 is declared valid. To test the validity of the questionnaire item number 2 and then it is carried out in the same way as item number 1. The results of the overall validity test of the questionnaire can be seen in the appendix. The validity test was carried out using the SPSS 16.00 application for windows. The purpose of the validity test was carried out on 11 elementary school students who were tested, from calculations using SPSS 16.00 for windows from 14 questionnaires, 14 questions were found to be valid for measuring interpersonal communication, while 0 items were declared invalid. Questions that are declared valid are questions whose r count is greater than 0.374. Calculation of the validity of the questionnaire to measure interpersonal communication is in the appendix.

##### Test The Validity Of The Social Intelligence Questionnaire (X2)

The instrument used in this study was a questionnaire which totaled 8 questions which aimed to find out whether there was a relationship between social intelligence in online learning and the learning outcomes of elementary school students in social studies at Bancar. Before the questionnaire instrument was used in the research process, it was first tested on 11 students at Bancar to find out whether the data was valid or not so that the questionnaire instrument could be used in collecting research data. To find the validity of each questionnaire that will be examined, the researcher uses the formula:

$$r_{xy} = \frac{N \sum Y}{\sqrt{\{\sum X^2 (\sum XY)^2\}}}$$

$$r_{xy} = \frac{4330}{\sqrt{223 \times 73570}} = \frac{4330}{\sqrt{16.406.110}} = \frac{4330}{4050} = 1,06$$

Through the calculation above, it is known that the rxy value is (1.06). To find out its validity, then proceed by looking at the table of product moment coefficient values "r" by first finding its df with the formula:

$$Df = N - nr$$

$$= 11 - 2$$

$$Df = 9$$

Table "r" product moment, it turns out that Df is 9 at a significant level of 5% of 0.374. So that the calculated results of rxy (1.06) are smaller than rtable at the 5% level, then item number 1 is declared valid. To test the validity of the questionnaire item number 2 and then it

is carried out in the same way as item number 1. The results of the overall validity test of the questionnaire can be seen in the appendix.

The validity test was carried out using the SPSS 16.00 application for windows. The purpose of the validity test was carried out on 11 elementary school students who had been tried out, from calculations using SPSS 16.00 for windows from 8 questionnaires, 6 validity test questionnaires to measure social intelligence were declared valid and 2 validity test questionnaires were declared invalid. Questions that are declared valid are questions whose r count is greater than 0.374. Calculation of the validity of the questionnaire to measure social intelligence is in the appendix.

**Reliability Test Results for Measuring Interpersonal Communication (X1)**

The reliability test is used to measure the questionnaire which is an indicator of the variable. To measure reliability using statistical tests is Cronbach Alpha ( $\alpha$ ). A variable is said to be reliable if it has Cronbach Alpha ( $\alpha$ ) > 0.600. To test the reliability of the instrument, it uses SPSS 16.00 for windows analysis. The results of reliability testing can be seen in the table of reliability test results.

**Table 1** Reliability Test Results for Measuring Interpersonal Communication (X1)

Variabel	R alpha	R kritis	Information
Interpersonal Communication	0.865	0,600	Reliabel

Based on the information in appendix 3.5 it can be seen that the Social Intelligence variable has Cronbach Alpha (0.865) > (0.600) thus the social intelligence variable can be said to be reliable.

**Measure the Results of the Social Intelligence Reliability Test (X2)**

The reliability test is used to measure the questionnaire which is an indicator of the variable. To measure reliability using statistical tests is Cronbach Alpha ( $\alpha$ ). A variable is said to be reliable if it has a Cronbach Alpha ( $\alpha$ ) > 0.600. To test the reliability of the instrument, it uses SPSS 16.00 for windows analysis. The results of reliability testing can be seen in the table of reliability test results.

**Table 2** Measure the Results of the Social Intelligence Reliability Test (X2)

Variabel	R alpha	R kritis	Information
Social Intelligence	0.672	0,600	Reliabel

Based on the information in attachment 3.5 it can be seen that the Social Intelligence variable has Cronbach Alpha (0.672) > (0.600) thus the social intelligence variable can be said to be reliable.

**Data Description About Interpersonal Communication Instruments**

The instrument used to determine interpersonal communication consists of 14 question items, each item has five alternative answers with a score range of 1-5. Details for the results of the questionnaire answers from the respondents are presented in the attached table. Interpersonal communication questionnaire result data collected from 30 students as respondents. Based on the descriptive analysis used by SPSS16.0 for windows, for the interpersonal communication variable (X1) it can be seen that the average (Mean) is 61.32 rounded to 61, the median (Me) is 63, the mode (Mo) is 62, and the standard deviation (SD), which is 10.762, is rounded up to 11. The maximum score obtained is 67 and the minimum score is 5. The range of the maximum score (range) obtained is  $67 - 5 = 62 : 6 = 10.33$ , rounded up to 10. Class interval using the formula  $k = 1 + 3.3 \log n$  (k is the number of class intervals and n is the number of data), it is obtained  $k = 1 + 3.3 \log 30 = 5.87$  rounded to 6. So the number of classes is 6. Then the length of class intervals is  $R/k = 62 : 6 = 10.33$  rounded up

to 10. After knowing the mean and standard deviation of the level of interpersonal communication in Bancar, the next step is to determine the TSR (TSR) as follows. Based on the attached data, the interpersonal communication scores of students at Bancar are detailed in the appendix. From the attached data, it can be seen that the interpersonal communication level of Bancar is in the moderate category, namely 30 respondents (30%), what is meant here is the level of interpersonal communication of students in social studies subjects at Bancar.

#### **Data Description About Social Intelligence Instruments**

The instrument used to determine students' learning social intelligence is in the form of a questionnaire consisting of 14 question items, each of which has 4 alternative answers with a score range of 1 – 4. Details for the results of the questionnaire answers from the respondents are contained in the attached attachment. From the results of the social intelligence questionnaire collected from 30 respondents. Based on the descriptive analysis processed using SPSS 16.0 for windows, for the social intelligence variable (X2) it can be seen that the average (mean) is 37.93 rounded to 38, the median (Me) i.e. 38.00, mode (Mo) 38, and standard deviation of 0.980 rounded up to 1. The maximum score obtained is 40 and the minimum score is 36. Then the range of the maximum score (range) that may be obtained is  $40 - 36 = 4$ . Class interval using the formula  $k = 1 + 3.3 \log n$  (k is the number of interval classes and n is the number of data), then  $k = 5.87$  is rounded to 6 so the number of classes is 6. Then the class interval is  $R/k = 4 : 6 = 0.6$  rounded to 1. After knowing the mean and standard deviation of the level of social intelligence of students in Bancar, the next step is to determine the TSR (high medium low) as follows. Based on the table above, the student social intelligence scores are detailed in the appendix.

#### **Description of Data About Learning Outcomes Instruments**

The research took the learning outcomes scores from the Mid Semester Examination (UTS) for the 2020/2021 academic year. The complete UTS score results from the respondents are presented in the attached table. From the results of the learning outcomes questionnaire collected from 30 respondents. Based on the descriptive analysis processed using SPSS 16.0 for windows, for the learning outcome variable (Y) it can be seen that the average (mean) is 78.73 rounded to 79, the median (Me) is 80.00, the mode (Mo) is 80, and the standard deviation (SD) is 3.868 which is rounded off to 4. The maximum score obtained is 90 and the minimum score is 85. Then the range of the maximum score (range) that may be obtained is  $90 - 85 = 15$ . The class interval uses the formula  $k = 1 + 3.3 \log n$  (k is the number of class intervals and n is the number of data), then it is obtained  $k = 1 + 3.3 \log 30 = 5.87$  rounded up to 6. So the number of classes is 6 then the length of the class interval is  $R/k = 15 : 6 = 2.5$  rounded to 3. So it can be classified as class interval learning outcomes as follows. After knowing the mean and standard deviation of the level of student learning outcomes in Bancar, the next step is to determine the TSR (High Medium Low) as follows. Based on the table, the score for learning outcomes is detailed in the attached data.

#### **Prerequisite Analysis Test**

##### **a. Normality Test**

This normality test is intended to find out that the research distribution does not deviate significantly from the normal distribution. One way to find out the normality value is by using the Kolmogorov Smirnov formula, which is assisted by using the attached SPSS for Windows application. Based on the attached data, it is known that the significance value in the asymp.sig.(2-tailed) column of the interpersonal communication variable is 0.788, social intelligence is 0.697 which indicates  $> 0.05$  so interpersonal communication data, social intelligence, and learning outcomes are normally distributed.

##### **b. Linearity Test**

The linearity test is intended to determine whether there is a linear relationship between the independent variable and the dependent variable or not. One way is that researchers use the ANOVA test with SPSS 16.0 for Windows. Based on the attached data, it is known that

the interpersonal communication variable has  $F_{count} = 94.344$ . It is said to be linear if  $F_{count} < F_{table}$ .  $F_{table}$  can be found in the statistical table at a significance of 0.05. To find the F table, you must know the values of  $df_1$  and  $df_2$ ,  $df_1 = k-1$  ( $3 - 1$ ) = 2, and  $df_2 = n-k$  ( $30-3$ ) = 27 (k is the number of variables and n is the number of respondents).  $F_{table}$  value 3.34. So it can be seen that  $F_{count} < F_{table}$  ( $94.344 < 3.34$ ). This shows that there is a significant linear relationship between the interpersonal communication variable (X1) and the learning outcome variable (Y). Based on the attached data it is known that the social intelligence variable has  $F_{count} = 3.678$ . It is said to be linear if  $F_{count} < F_{table}$ .  $F_{table}$  can be found in the statistical table at a significance of 0.05. To find  $F_{table}$ , you must know the values of  $df_1$  and  $df_2$ ,  $df_1 = k-1$  ( $3 - 1$ ) = 2, and  $df_2 = n-k$  ( $30-3$ ) = 27 (k is the number of variables and n is the number of respondents).  $F_{table}$  value 3.34. So it can be seen that  $F_{count} < F_{table}$  ( $3.678 < 3.34$ ). This shows that there is a significant linear relationship between the social intelligence variable (X2) and the learning outcome variable (Y).

**Classic Assumption Test**

**a. Multicollinearity**

The variable is free from the classical multicollinearity assumption if the Variance Inflation Factor (VIF) value is less than 10.(Karyotaki & Drigas, 2016) This means that multicollinearity does not occur. Based on the data in the attached coefficients, it is known that the VIF value of interpersonal communication and social intelligence is 1.146. This result means that the variable is free from the classical multicollinearity assumption because the result is less than 10.

**b. Autocorrelation**

Detect autocorrelation using the Durbin Watson value (du-dl), with the criteria: If  $d < d_L$  or  $> (4 - d_L)$  then  $H_0$  is rejected, which means there is autocorrelation If d lies between  $d_U$  and  $(4 - d_U)$  then  $H_0$  is accepted, which means there is no autocorrelation. If d lies between  $d_L$  and  $d_U$  or between  $(4 - d_U)$  and  $(4 - d_L)$ , (Raes et al., 2012) then it does not produce uncertain conclusions. The results of the autocorrelation can be seen in the attached attachment where it is known that the DW value is 1.54, then this value is compared with the significance table value of 5%, the number of samples  $N = 30$  and the number of independent variables is 2 ( $K = 2$ ) so that  $d_U$  is 1.567. The DW value of 1.542 is smaller than the upper limit ( $d_U$ ) which is 1.567 and less than  $(4 - d_U)$   $4 - 1.567 = 2.433$  so it can be concluded that there is autocorrelation.(Dlouhá et al., 2019)

**c. Heteroscedasticity**

How to predict whether there is heteroscedasticity in a model can be seen with the Glejser test, a regression where heteroscedasticity does not occur if the significance value (Sign) is greater than 0.05. The results of the heteroscedasticity test can be seen in the attachment. Based on it is known that the value of sign. The Interpersonal Communication variable is 0.000 while the social intelligence variable is known to have a sign value. 0.750 is greater than 0.05, it is concluded that there are no symptoms of heteroscedasticity so that a good and ideal regression model can be fulfilled.(Abas et al., 2019b)

**Hypothesis Testing**

**a. Simple Linear Regression**

Calculating the value of a and b of interpersonal communication (X1), how to calculate the simple linear regression equation is contained in the appendix. Calculates the value of a with a formula

$$\begin{aligned}
 a &= \frac{(2362)(120024) - (1896)(149535)}{(30)(120024) - (1896)^2} \\
 &= \frac{283.496.688 - 283.518.360}{3600720 - 3.594.316} \\
 &= \frac{-21672}{6404}
 \end{aligned}$$

$$\begin{aligned}
 &= -3,38 \\
 b &= \frac{(30)(149535) - (1869)(2362)}{(30)(120024) - (1896)^2} \\
 &= \frac{4486050 - 4.414578}{3600720 - 3594316} \\
 &= \frac{71472}{6404} \\
 &= 11,16
 \end{aligned}$$

Constructing a regression equation :

$$\begin{aligned}
 Y &= \alpha + bX \\
 &= -3,38 + 11,16X
 \end{aligned}$$

Based on the regression equation above, it can be seen that: high interpersonal communication in online learning has a positive relationship (regression coefficient/b = 11.16) to learning outcomes, meaning that the higher interpersonal communication in online learning, the better and higher the learning outcomes. the constant value is -3.38 meaning that if low interpersonal communication in online learning is equal to zero, then learning outcomes are -3.38 assuming other variables that can relate are considered fixed. Prediction of the independent variable (interpersonal communication variable in online learning)  $Y = -3.38 + 11.16X$ . The regression equation that has been found can be used to make predictions (forecasts) of how the individual in the dependent variable will occur when the individual in the independent variable is determined. For example, the value of interpersonal communication in online learning = 30, then the value of learning outcomes is:

$$\begin{aligned}
 Y &= -3,38 + 11,16(30) \\
 &= 3010
 \end{aligned}$$

So it is estimated that the value of learning outcomes is 3010. From the regression equation above, it can be interpreted that if the value of interpersonal communication in online learning increases by 1, then the value of learning outcomes will increase. Meanwhile, to test the proposed hypothesis whether it is accepted or by looking at the significance value of the t test and the significant value. Provisions for acceptance or rejection occur if the significant value level is below or equal to 0.05 or the significance of  $t_{count} > t_{table}$  then  $H_a$  is accepted. Before looking at the table of t values, the degrees of freedom (db) for the entire sample under study must be determined first with the formula  $db = N - 2$ . Since the number of samples studied (N) is 30 students,  $db = 30 - 2 = 28$ . Based on the value of  $db = 28$ , at a significance of 5% found  $t_{table} = 2.048$ .

Judging from the significance table obtained, namely the significance of  $t_{count} (9713) > t_{table} (5\% = 2.048)$  and at a significance level of  $0.000 < 0.05$  so it can be concluded that  $H_a$  is accepted which means that there is a significant relationship between interpersonal communication in online learning and learning outcomes student. Meanwhile, to find out the percentage of the relationship between the independent variable (interpersonal communication in online learning) to changes in the dependent variable (learning outcomes) is shown by looking at the output (Model Summary). Readable on R Square of 0.771, which means that the independent relationship to changes in the dependent variable is 77.1% while the remaining 22.9% is related to other variables, besides variable X1 (Interpersonal Communication in Online Learning). Calculating the a and b values of social intelligence (X2), how to calculate the simple linear regression equation is contained in the appendix. Calculating the value of a with the formula.

$$\begin{aligned}
 a &= \frac{(2362)(43196) - (1138)(89636)}{(30)(43196) - (1138)^2} \\
 &= \frac{102.028.952 - 102.005.768}{1.295.880 - 1295044} \\
 &= \frac{23184}{836} \\
 &= 27,27
 \end{aligned}$$



$$b = \frac{(30)(89636) - (1138)(2362)}{(30)(43196) - (1138)^2}$$

$$= \frac{2.689.080 - 2.687.956}{1124}$$

$$= \frac{1124}{836}$$

= 1,34

Building a regression equation

$$Y = \alpha + bX$$

$$= 27.73 + 1.344X$$

Based on the regression equation above, it can be seen that: High social intelligence in online learning has a positive relationship (regression coefficient/b = 1.344) to learning outcomes, meaning that the higher the social intelligence in online learning, the better and higher the learning outcomes. The constant value is 27.73 meaning that if low social intelligence in online learning is equal to zero, then learning outcomes are 27.73 assuming other variables that can relate are considered fixed. The prediction of the independent variable (social intelligence variable in online learning)  $Y = 27.73 + 1.344X$  the regression equation that has been found can be used to make predictions (forecasts) of how the individual in the dependent variable will occur if the individual in the independent variable is set. For example, the value of interpersonal communication in online learning = 30, then the value of learning outcomes is:

$$Y = 27,73 + 1,344 (30)$$

$$= 68,05$$

So it is estimated that the value of learning outcomes is 68.05. From the regression equation above, it can be interpreted that if the value of social intelligence in online learning increases by 1, then the value of learning outcomes will increase. Meanwhile, to test the proposed hypothesis whether it is accepted or by looking at the significance value of the t test and the significant value. Provisions for acceptance or rejection occur if the significant value level is below or equal to 0.05 or the significance of  $t_{count} > t_{table}$  then  $H_a$  is accepted. Before looking at the table of t values, the degrees of freedom (db) for the entire sample under study must be determined first with the formula  $db = N - 2$ . Since the number of samples studied (N) is 30 students,  $db = 30 - 2 = 28$ . Based on the value of  $db = 28$ , at a significance of 5% found  $t_{table} = 2.048$ .

Judging from the significance table obtained, namely the significance of  $t_{count} (1.918) > t_{table} (5\% = 2.048)$  and at a significance level of  $0.065 < 0.05$  so it can be concluded that  $H_a$  is accepted which means that there is a significant relationship between social intelligence in online learning and learning outcomes student. Meanwhile, to find out the percentage of the relationship between the independent variable (social intelligence in online learning) to changes in the dependent variable (learning outcomes) is shown by looking at the output table 4.17 (Model Summary). Readable on R Square of 0.116, which means that the independent relationship to changes in the dependent variable is 11.6% while the remaining 88.4% is related to other variables, besides variable X2 (Social Intelligence in Online Learning).

**b. Multiple Linear Regression**

Based on the table below it can be shown the multiple linear regression equation, namely: Double linear regression equation for variables X1, X2, and Y

**Table 3** Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

1(Constant)	-7.358	14.323		.514	.612
Komunikasi Interpersonal	1.287	.146	.867	8.814	.000 .750
Kecerdasan Sosial	.125	.388	.032	.323	

Dependent Variable: Learning Outcomes The results of the multiple linear regression test on interpersonal communication and social intelligence variables:

**Table 4 Model Summary<sup>b</sup>**

Model	R	R Square	Square	Std. Error of the Estimate
	.879 <sup>a</sup>	.772	.755	1.914

Adjusted R

Predictors: (Constant), Social Intelligence, Interpersonal Communication  
 Dependent Variable: Learning Outcomes

$$Y = b_0 + b_1X_1 + b_2X_2 + e$$

$$Y = -7.358 + 1.287X_1 + 0.125X_2 + e$$

Based on the data in the table attached, the output reads the significance level of Fcount 45.715 and a significance of 0.000a. Meanwhile, to test the proposed hypothesis whether it is accepted or rejected by looking at the significance value of the f test and the significant value. Provisions for acceptance or rejection occur if the significant value level is below or equal to 0.05 or the significance of fcount > ftable then Ha is accepted. Before looking at the table of f values, the degrees of freedom (df) must first be determined for the entire sample studied with the formula  $df_1 = k - 1$  ( $3 - 1 = 2$ ),  $df_2 = N - k$  ( $30 - 3 = 27$ ) where k the number of variables (bound and independent). Based on the value of  $df_1 = 2$  and  $df_2 = 27$ , then at a significance of 5% found  $f_{table} = 3.34$ . It can be seen from the table obtained that the significance of fcount ( $45.715$ ) >  $f_{table}$  ( $5\% = 3.34$ ) and at a significance level of  $0.000a < .05$ , so it can be concluded that Ha is accepted, which means that there is a significant relationship between interpersonal communication and social intelligence in online learning on learning outcomes in social studies subjects. Meanwhile, to find out the percentage of the relationship between the independent variables (interpersonal communication and social intelligence in online learning) to changes in the dependent variable (learning outcomes) is shown by looking at the output (summary model). Readable on R Square of 0.772, which means that the relationship of the independent variable to changes in the dependent variable is 77.2%, while the remaining 22.8% is related to other variables, besides variables X1 and X2 (interpersonal communication and social intelligence in online learning) found in table.

**3.2 Results**

**The Relationship of Interpersonal Communication in Online Learning to Student Learning Outcomes in Social Studies Subjects in Bancar.**

Based on the attached tcount value of 8.814 and a significance of 0.000. Because tcount > ttable ( $8.814 > 2.048$ ) or significance  $< 0.05$  ( $0.000 < 0.05$ ) then Ha is accepted and ho is rejected meaning that there is a significant relationship between interpersonal communication in online learning and student learning outcomes in social studies subjects at Bancar.

Communication can be called effective if the communication interprets the message received to have the same meaning as the intent of the message conveyed by the communicator. Effective interpersonal communication can show that there is a common understanding of the message conveyed and the communicant. Please note that to see the effectiveness of ongoing interpersonal communication can be seen from the feedback between

the giver and recipient of the message. Feedback can be in the form of statements, attitudes and actions. The most important thing in interpersonal communication is how to communicate properly so that the process of forming relationships in achieving goals can run well and meet the needs of all parties. Students who have good communication will find it easier to convey the ability to interact so that they can create a pleasant learning atmosphere. In interacting between individuals and other people, whether other people will accept or reject and how a person wants to know about himself, all of that is determined by how individuals express themselves because openness is one of the characteristics of effective interpersonal communication.

This shows that interpersonal communication in online learning relates to student learning outcomes in social studies subjects at Bancar. This is because the teacher always strives for high student learning outcomes. Several qualitative reasons based on field analysis indicate several factors causing the significance of this relationship. The teacher is open in delivering lessons. From the results of the field the teacher provides learning material that is comprehensive. The teacher is always open when interacting outside of class time. From the results of the field the teacher received input or questions from previous learning that were not understood. Teachers have a sense of responsibility for the lessons given. From the results of the field the teacher has fully prepared teaching materials.

The teacher understands your learning motivation, from the results of the field the teacher in the learning process provides support in the form of praise so that students are enthusiastic about learning. the teacher understands your desire and attitude to gain knowledge, from the results of the field the teacher has a way of creating a pleasant learning atmosphere so that students become enthusiastic about learning. the teacher understands your expectations for obtaining learning outcomes, from the field results the teacher sees the enthusiasm for learning of students from their desire to learn through questions asked to the teacher. the teacher provides moral support to you to get good grades, from the results of the field the teacher gives gifts to students for very good learning results achieved. the teacher praises you when you are always active in discussions, from the results of the field the teacher gives encouragement so that other students become motivated to actively participate in learning discussions. the teacher appreciates your motivation in learning, from the results of the field the teacher always gives praise to students who want to make money in the learning process. the teacher responds with a positive attitude to you arguing, from the results of the field the teacher gives students the opportunity to convey and prove their opinion. The teacher shows a positive attitude towards those of you who think critically, from the results of the field the teacher shows a good attitude towards students who respond or evaluate the learning outcomes that have been delivered. The teacher treats fairly all students who violate it, from the results of the field the teacher behaves professionally in teaching, that is, does not look at students who violate the rules regardless of social status. The teacher has a positive assessment of all of his students, from the results of the field the teacher has his own assessment of the attitude and learning outcomes (evaluation) of his students. The teacher gives equal opportunities to all students to ask questions, from the results of the field the teacher after carrying out learning activities always provides opportunities for all students to ask questions without exception.

#### **The Relationship between Social Intelligence in Online Learning and Student Learning Outcomes in Social Studies Subjects in Bancar.**

Based on Table 4.22 in the attachment the tcount value is 0.323 and a significance of 0.750. Because  $t_{count} < t_{table}$  ( $0.323 > 2.048$ ) or  $significance < 0.05$  ( $0.750 > 0.05$ ) then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is no significant relationship between social intelligence in online learning and student learning outcomes in social studies subjects at Bancar. In the online learning process students can still interact with peers so that students can feel the inner state of other people to understand their feelings and thoughts, this shows that social intelligence is needed. follow the learning process via zoom meeting. If students

experience difficulties in a particular lesson or material, they tend to dare to ask questions and ask for explanations from friends who understand the subject or material better. He will also be more daring to ask his teacher about things that are difficult for him to understand or do not yet understand. Even though students are still able to interact with fellow classmates and maintain their social intelligence.

Social intelligence will provide sharpness and clarity in looking at problems. Problems will be solved properly because individuals or groups who have social intelligence will see a problem objectively, can judge an event fairly and are skilled in solving a problem. Social intelligence can be seen from the ability to understand the thoughts and feelings of other people by using verbal and non-verbal skills appropriately and according to the situation. Students who have high social intelligence will be able to socialize easily in their environment and be clear in looking at a problem. In addition, people who have high social intelligence will be able to communicate well with other people by using their brains as well as their bodies. They have the ability to read other people's body language and tune in to be successful in life at large. Meanwhile, students who have low social intelligence will have difficulty socializing, causing them to be uncomfortable with other people who have different backgrounds, ages, cultures, and basic education backgrounds.

I have trouble with friends when working on difficult IPS questions. students who have difficulty learning social studies do it via whatsapp privately directly to people who understand the material that has been given. I can understand if there are friends who have difficulty completing social studies assignments from the teacher. From the results in the field it was explained that students also know if there are friends who do not understand IPS material delivered online because these students often ask their classmates if there is IPS material that they do not understand. I always listen carefully to complaints conveyed by friends. From the results in the field it is known that students via WhatsApp contact each other if there are complaints about the learning material provided.

I try to help solve friends' difficulties to the best of my ability. From the information obtained in the field, it is undeniable that if students can easily complete group assignments together, students can also exchange understanding or thoughts and gain knowledge. I can understand what my friends think when they are having trouble. This means that students in online learning can only understand learning material without being explained directly. I have the same feelings as my friends when I get social studies assignments from difficult teachers. From the results of field research it is explained that students have the same thoughts on problems that do not understand in the learning given. I try to follow what my friends want as long as it doesn't conflict with my own. From the results of field research it is explained that if students follow the wishes of friends while still in the category of good deeds. I always try to make good friends with fellow students. Namely students maintain friendship ties between peers.

#### 4. CONCLUSION

Based on the attached tcount value of 8.814 and a significance of 0.000. Because  $t_{count} > t_{table}$  ( $8.814 > 2.048$ ) or significance  $< 0.05$  ( $0.000 < 0.05$ ) then  $H_a$  is accepted and  $H_0$  is rejected meaning that there is a significant relationship between interpersonal communication in online learning and student learning outcomes in social studies subjects at Bancar. In the attachment the tcount value is 0.323 and a significance of 0.750. Because  $t_{count} < t_{table}$  ( $0.323 < 2.048$ ) or significance  $> 0.05$  ( $0.750 > 0.05$ ) then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is no significant relationship between social intelligence in online learning and student learning outcomes in social studies subjects at Bancar .

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