



EXPLORING INTERPERSONAL INTELLIGENCE AMONG ELEMENTARY SCHOOL STUDENTS IN THE LEARNING PROCESS

Hilman Mangkuwibawa¹, Salma Balqis², Siti Khozanatu Rohmah³

¹Jurusan PGMI, UIN Sunan Gunung Djati Bandung

² PKBM Khoirunnisa

³ Queensland University of Technology

hilmanmangkuwibawa@uinsgd.ac.id, salmabalqis.0705@gmail.com, sitikhozanatu.rohmah@hdr.qut.edu.au

Received: February, 2026, Accepted: March, 2026, Published: March, 2026

ABSTRACT

This research is motivated by the findings of student problems related to interpersonal intelligence. One of them is students who do not get acceptance and are bullied by their classmates. The purpose of this study was directed to describe the general description of students' interpersonal intelligence and the causal factors of the existence of student problems related to interpersonal intelligence. This research uses a descriptive method. The data collection techniques used were observation, questionnaires, interviews, and documentation. The data analysis techniques used are data reduction, data presentation, and conclusions. The research was conducted in one of the elementary schools in the city of Bandung, class V students with a total of 32 people. The results showed that the general description of interpersonal intelligence of grade V students was in the moderate category and the causal factors of the existence of problems related to interpersonal intelligence, internal factors were influenced by the personality and self-awareness of students, external factors were influenced by relationships and parenting patterns applied by parents, family environment and surrounding communities, and social acceptance.

Keywords: *Elementary School Students, Interpersonal Intelligenc, Social Acceptance.*

ABSTRAK

Penelitian ini dilatarbelakangi oleh temuan permasalahan siswa yang berkaitan dengan kecerdasan interpersonal. Salah satunya yaitu siswa yang tidak mendapatkan penerimaan dan di-bully teman-teman kelasnya. Tujuan penelitian ini diarahkan untuk mendeskripsikan gambaran umum kecerdasan interpersonal siswa dan faktor penyebab dari adanya permasalahan siswa berkaitan dengan kecerdasan interpersonal. Penelitian ini menggunakan metode deskriptif. Teknik pengumpulan data yang digunakan yaitu observasi, angket, wawancara, dan dokumentasi. Adapun teknik analisis data yang digunakan yaitu reduksi data, penyajian data, dan simpulan. Penelitian dilaksanakan di salah satu sekolah dasar yang berada di kota Bandung, siswa kelas V dengan jumlah sebanyak 32 orang. Hasil penelitian menunjukkan bahwa gambaran umum kecerdasan interpersonal siswa kelas V berada pada kategori sedang dan faktor penyebab dari adanya permasalahan yang berkaitan dengan kecerdasan interpersonal, faktor internalnya dipengaruhi oleh kepribadian dan kesadaran diri siswa, faktor eksternal dipengaruhi oleh hubungan dan pola asuh yang terapkan oleh orang tua, lingkungan keluarga dan masyarakat sekitar, serta penerimaan sosial.

Kata Kunci: *Kecerdasan Interpersonal, Siswa Sekolah Dasar.*

1. Introduction

Intelligence is a human ability to learn in order to acquire knowledge, through which humans can perform real actions based on goals and rational thinking; through intelligence, humans can also solve problems that arise in their lives, thus enabling them to adapt to various situations they face (Agustini et al., 2019). From the opinion presented, it can be understood that intelligence is an individual's ability or expertise in facing and solving all problems in their life, as well as creating products or creativity. The concept of intelligence is inherently possessed by every individual since birth and continues to develop until adulthood; this intelligence represents the highest ability or skill possessed by every human being (Kurnia et al., 2021).

Today's society views intelligent individuals as those with high intellectual or superior cognitive abilities, yet in reality, solving life's problems cannot rely solely on cognitive intelligence. Humans possess and require many other types of intelligence. This is explained by Gardner (Mursidi & Murdani, 2023) who identifies eight elements of intelligence, commonly known as multiple intelligences, including mathematical-logical intelligence, linguistic intelligence, musical intelligence, spatial intelligence, kinesthetic intelligence, interpersonal intelligence, interpersonal intelligence, and natural intelligence. Through these eight intelligences, teachers as educators can develop learning approaches to recognize and explore the abilities of each student.

Of the eight intelligences outlined above, interpersonal intelligence is one that exists and develops within students. This interpersonal intelligence is crucial for children, serving as a foundation or provision for their future lives.

According to Muhardinsyah et al. (2020), interpersonal intelligence is closely related to an individual's ability to view everything not from their own perspective, but from the perspective of others. Agustini also explains that children with this type of intelligence are not only able to build close friendships easily with their peers, but they also possess strong abilities in leading, organizing, resolving conflicts among friends, gaining sympathy from other children, and other social skills (Agustini et al., 2019).

Considering the importance of interpersonal intelligence, it needs to be continuously developed, one effective way to develop students' interpersonal intelligence is through learning activities, which aligns with the opinion of Asyari & Pratiwi (2023) that learning is an effort to educate students, both intellectually and emotionally.

As revealed by the preliminary research in Class V at SDN 216 Sondariah, through observation and interview activities, several students were found to be friendly, polite, and courteous, helping their friends who did not yet understand the lesson material delivered by the teacher, and some students also demonstrated empathy.

In addition, several issues related to interpersonal intelligence were identified. One fifth-grade student was observed throwing a ball roughly in front of the teacher out of frustration when ordered to enter the classroom. In that class, another student sat alone and appeared unconfident; interviews with the class teacher revealed that the child was avoided by both male and female classmates and frequently became a victim of verbal and physical bullying. Regarding this, Safaria (2005) states that children who choose not to socialize with peers often face ridicule, leading them to feel lazy and afraid to interact with peers, resulting in low self-confidence, helplessness, and significant life pressures due to a lack of conflict resolution skills. Observations also noted some students disturbing their friends during lessons, using harsh language, and behaving poorly toward the teacher.

In some cases, children who have not yet developed their interpersonal intelligence will face various obstacles and challenges in their social lives. These issues will undoubtedly

also hinder the learning process. As stated by the fifth-grade teacher at SDN 216 Sondariah, students who are avoided by their peers experience slow cognitive development and are unable to collaborate or communicate with friends and teachers. The causes of problems related to interpersonal intelligence stem from various factors, both internal and external.

The information presented above does not fully depict the situation regarding the interpersonal intelligence of fifth-grade students at SDN 216 Sondariah in a precise and in-depth manner. Therefore, further exploration is needed through research activities. This study is conducted to understand the description of interpersonal intelligence among fifth-grade students at SDN 216 Sondariah, as well as the factors causing problems related to students' interpersonal intelligence. The title of this research is "Exploring Elementary School Students' Interpersonal Intelligence in the Learning Process".

2. Method

This research uses a mixed approach, namely qualitative and quantitative, employing descriptive methods. According to Abdullah (2017), the purpose of descriptive methods is to provide a clear and accurate description of the material or phenomenon being investigated. Thus, this method facilitates the researcher in describing findings related to students' interpersonal intelligence.

The data collection techniques used in this research are questionnaires, observation, interviews, and documentation in the form of photos and field notes. The quantitative data analysis technique employed in this research is descriptive statistics.

The data analysis technique for observation involves marking checklists for observed results, where each checklist mark is scored 1, and no mark is scored 0. After calculating the scores, the percentage for each observed aspect is then computed using the formula sourced from Malik (2018), namely:

$$P = \frac{f}{n} \times 100\%$$

Explanation of Variables :

- P = Percentage
- f = Total score obtained
- n = Number of respondents
- 100 = Constant value

The calculations for each indicator are performed using the following formula.

$$\frac{\text{Total score obtained}}{\text{numbers of indicators}} \times 100\%$$

Data from observation results can be classified according to the classification adopted from T. Safaria (2005) with the following score ranges.

Table 1. Interpersonal Intelligence Interval Scale Based on Observation

Category	Score
High	70% – 100%
Medium	40% – 69%
Low	0 – 39%

The analysis technique for questionnaire data is conducted by distributing questionnaire sheets to students consisting of several positive and negative statements, using the options "always," "often," "sometimes," and "never."

After all responses are collected, sum up the scores obtained and calculate using the following formula:

$$\frac{\text{Total score obtained}}{\text{Maximum score}} \times 100$$

The calculations for each indicator are performed using the following formula.

$$\frac{\text{Total score obtained}}{\text{Maximum score}} \times 100$$

Data from questionnaire results can be classified with the following score ranges.

Table 2. Interpersonal Intelligence Interval Scale Based on Questionnaire

Category	Score
Ver high	86 – 100
High	71 – 85
Medium	56 – 70
Low	41 – 55
Very Low	25 – 40

For qualitative data analysis techniques, three main components are used based on the Miles and Huberman model: 1) Reduction, by summarizing, selecting key and essential data; 2) Data display, by presenting the data in narrative text form, then expanding it with analysis results and supporting theories; 3) Conclusion drawing, performed continuously while the researcher is in the field (Ahmad & Muslimah, 2021). The data validity technique used in this research is member checking. According to Sugiyono (2017), member checking involves verifying the data obtained by the researcher with the informants or data providers to determine how closely the obtained data matches what was provided by the informants.

This research was conducted at SDN 216 Sondariah, located at Jl. Rancanumpang, Gedebage District, Bandung City, West Java, postal code 40295. The research location was chosen because the researcher identified an interesting phenomenon to investigate. The number of fifth-grade students participating in this research totals 32 students, consisting of 14 female students and 18 male students.

3. Results and Discussions

3.1 General Overview of Students' Interpersonal Intelligence in Grade V Elementary School

General data on students' interpersonal intelligence was obtained through several data collection techniques, one of which involved the researcher using observation checklists. The researcher directly observed students' interpersonal intelligence by noting their behaviors and actions during the learning process. During the observation, the researcher acted as an observer using checklists, where each checked item scored 1 and unchecked items scored 0. Below is a presentation of the general overview data on students' interpersonal intelligence based on the observation results conducted.

Table 3. Students' Interpersonal Intelligence Based on Observation Results

No	Data	Value
1	Number of Students	32
2	Average	54%
3	Highest Score	93%
4	Lowest Score	18%

The table above shows that the general overview of students' interpersonal intelligence based on observation results, with 32 respondents (students), achieved an average score of 54%, the highest score of 93%, and the lowest score of 18%. Thus, it can be interpreted that students' interpersonal intelligence based on observation results falls into the medium category with an average score of 54%.

Below is a presentation of the general overview data on students' interpersonal intelligence obtained from the questionnaire data collection technique. The interpersonal intelligence questionnaire was distributed and filled out directly by students, consisting of 21 statement items with four response options: SL "Always," S "Often," KK "Sometimes," and TP "Never." The results of the fifth-grade students' interpersonal intelligence questionnaire at SDN 216 Sondariah are presented in the following table.

Table 4. Students' Interpersonal Intelligence Based on Questionnaire Results

No	Data	Value
1	Number of Students	32
2	Average	68
3	Highest Score	85
4	Lowest Score	52

Based on the table above, it can be interpreted that there are 32 respondents, or students in this case, with an average score obtained of 68. The highest score achieved is 85, and the lowest score obtained is 52. From the data presented above, the average interpersonal intelligence of students is 68, which indicates that the students' interpersonal intelligence falls into the medium category.

The general overview of students' interpersonal intelligence is also examined from its forming indicators. Below is a presentation of the description of students' interpersonal intelligence based on its indicators, obtained through the observation checklist process.

Table 5. Students' Interpersonal Intelligence Based on Observation Results from Each Indicator

No	Observed Aspect	Value	Category
1	Empathy (Sensitive to feelings or emotions shown by friends)	48%	Moderate
2	Prosocial (Able to work in groups)	50%	Moderate
3	Self-Awareness (Arriving on time and dressed neatly according to rules)	86%	High
4	Social Understanding and Social Ethics (Maintaining social relationships)	49%	Moderate

5	Effective Problem Solving (Influencing friends' opinions and actions and able to act as mediator in conflicts)	16%	Low
6	Effective Communication (Communicating effectively, both verbal and non-verbal)	41%	Moderate
7	Effective Listening (Communicating actively with friends or teachers)	85%	High
Average		54%	Moderate

From the observation results conducted by the researcher, students' ability to be sensitive to feelings and emotions shown by their friends obtained a score of 48% or is in the moderate category. Students' ability to maintain social relationships obtained a score of 49%, meaning students' ability to maintain social relationships falls into the moderate category. The third aspect relates to students' ability to work in groups; in this aspect, students are in the moderate category with a score of 50%.

The next aspect relates to students' ability to influence their friends' opinions and actions and to act as mediators in conflicts, which is in the low category based on a score of 16%. The fifth aspect, students arriving on time and dressed neatly according to rules, is in the high category with a score of 86%. In the aspect of communicating effectively both verbally and non-verbally, students are in the moderate category with a score of 41%. As for the last aspect, the ability to communicate actively with friends or teachers obtained a score of 85%, meaning in this ability, students are in the high category. The average value of students' interpersonal intelligence based on observation results from each indicator is 54%, meaning that students' interpersonal intelligence is in the moderate category. Below is presented data on questionnaire results for students' interpersonal intelligence based on each indicator.

Table 6. Students' Interpersonal Intelligence Based on Questionnaire Results from Each Indicator

No	Indicator	Value	Category
1	Empathy	61	Moderate
2	Prosocial	71	High
3	Self-Awareness	76	High
4	Understanding of Social Situations and Social Ethics	71	High
5	Effective Problem Solving	59	Moderate
6	Effective Communication	73	High
7	Effective Listening	67	Moderate
Average	68		Moderate

From the data presented in the table above, it can be interpreted that the empathy indicator is in the moderate category with a value of 61; as for the prosocial indicator, students are in the high category with a value of 71. The third indicator, self-awareness, is in the high category with a value of 76. The next indicator, social understanding and social ethics, students are in the high category of 71; the effective problem-solving indicator obtained a value of 59, meaning it is in the moderate category. The effective communication indicator is in the high category with a value of 73. As for the effective listening indicator, it is in the moderate category with a value of 67. Overall, it obtained an average value of 68,

meaning that students' interpersonal intelligence reviewed based on questionnaire results from each indicator is in the moderate category.

To complement the data presented above, in obtaining data related to the general profile of students' interpersonal intelligence, the researcher also used data collection techniques in the form of interviews and field notes during the researcher's observation activities. In this section, it will be explained based on the indicators of interpersonal intelligence.

The first indicator is the attitude of empathy. Empathy is a way or attitude to understand and show care for others, and empathy also becomes an effective way to encourage positive social change and mutual caring actions (Nihi and Putro, 2025). On the empathy indicator, based on member checking results, students are in the moderate category. This is also evident based on interview and observation results that most students enjoy helping their friends who need help, and some other students have not yet been able to show that empathetic attitude. If reviewed based on interview and observation results, students have the fourth level of empathy as explained by Safria (2005), namely children are already able to understand expressions or emotions shown by others both superficially and deeply, but at this level, children have not yet been able to fully unite with others. This means that children already understand the meaning of facial expressions shown by their friends, but children have not yet been able to fully understand others.

On the next indicator, namely prosocial, students' prosocial attitude is in the moderate category, meaning it needs to be improved. As seen from the interview results with students and teachers, as well as observation results, there are still some students who have a dominating attitude and cannot yet work in groups. This prosocial attitude certainly needs to be improved, this aligns with the opinion of Auvicena, et al., (2021) who explain that as social beings in carrying out life functions as beings who help and are helped, prosocial attitudes are important for children's future lives because in living their lives, a child cannot not involve attitudes of mutual help, cooperation, and sharing with people around them. Safaria (2005) also explains that children liked by their peers show high prosocial behavior, for example, children who like to share, enjoy helping friends, do not like to disturb, like to lend items to friends. Meanwhile, students with low prosocial attitudes tend to be disliked by their friends. This is also explained by Safaria (2005) that children not liked by their peers show attitudes of not wanting to share, rarely helping friends in difficulty, prioritizing themselves, even acting aggressively for their own satisfaction by seizing or robbing friends' belongings.

Based on the interview and observation results that have been conducted, the self-awareness indicator still very much needs to be improved, or is in the moderate category. Reviewed from most students, they have not yet been able to realize and pay attention to aspects of themselves related to understanding feelings, emotions, thoughts, experiences, and actions taken (Safaria, 2005). This is also shown by most students who are not yet aware of their obligations, evident from many students who do not do homework given by the teacher. Likewise with students who become bullying victims, this is also influenced by the students' own self-awareness. As explained by Puspitasari (2023) that self-awareness is meant that a person is aware of their personality, shortcomings, strengths, and emotions felt, so with this self-awareness, it will help students avoid behaviors that can cause bullying acts.

On the social understanding and social ethics indicator as well, students are in the moderate category. This means that this ability still very much needs to be improved. Social understanding and social ethics relate to the moral intelligence possessed by students; Safaria (2005) states that this intelligence is an individual's ability to act, behave, and live well with

full awareness, and can adapt and comply with moral rules prevailing in their environment critically, wisely, and realistically. Many students have not yet understood this, seen from how those students speak, sit, and interact with their friends. Social understanding and social ethics need to be developed in students because through social understanding and social ethics, it will help students face various situations they encounter, make correct decisions, and build good relationships with people around them (Kamaruddin, et al., 2023). This is also complemented by the opinion of Assingkily and Hardiyati (2019) that habituating good things, being able to respond to everything wisely, internalizing obedience to prevailing norms, is the main provision for children in the process of social development maturation.

Next, on the effective problem-solving indicator, students tend not to be able to solve a problem or issue they face effectively. When involved in a conflict, most students choose to solve it with a shark style, as explained by Johnson (Safaria, 2005) that like sharks, they will use harsh and threatening methods when faced with a conflict. Someone with a shark style enjoys subduing opponents and achieving victory is their personal goal. Individuals with this style do not want to lose in conflict and will try to subdue opponents with aggressive methods. This is shown by students who easily get emotionally triggered when there is a difference or conflict. The egocentric nature possessed by children influences their varied views toward people around them, so the problem-solving chosen by children is more aimed at finding a way out in facing problems to change conditions according to their expectations (Utomo, et al., 2022). This problem-solving ability is important to continue teaching to children, considering that children will always face various problems in life that demand children to be able to solve those problems.

The effective communication indicator of students is in the moderate category; in this case, students' effective communication needs to be improved. This aligns with Pakpahan's (2024) opinion that effective communication plays a very important role or influence in children's emotional and social development. According to Safaria (2005), there are four basic communication skills that children must have, namely practicing giving feedback, practicing expressing feelings, practicing supporting and responding, and practicing accepting oneself and others. Based on observation results, the researcher found some students who speak rudely, passive students both during learning processes and outside learning, and students who often interrupt the teacher's or friends' speech.

On the effective listening indicator according to Safaria (2005), it consists of participatory listening, namely being physically and mentally present in listening activities, and active listening, namely giving feedback to the speaker on what they mean in terms of content and feelings. Overall, the effective listening skills possessed by students are still in the moderate category, seen when the teacher explains material in front of the class. This relates to what was stated by Safaria (2005) that in the effective listening indicator, the ability to listen passively is also needed, meaning listening activities without speaking and diverting the conversation flow.

As has been described, the interpersonal intelligence possessed by fifth-grade students overall is in the moderate category. For children with interpersonal intelligence levels in the moderate category according to Safaria (2005), such children have average interpersonal intelligence, meaning those children are quite capable of building social relationships and maintaining social relations. In some situations, children with moderate interpersonal intelligence can empathize with others, but in other situations, children choose to prioritize themselves. The communication skills possessed by children in the moderate interpersonal intelligence category are in a sufficient category and need to be improved further.

3.2 Causal Factors of Interpersonal Intelligence Problems in Fifth-Grade Students

In addition to the things that have been explained previously, the researcher also found student problems related to interpersonal intelligence as well as their causal factors. The first problem found was that students have not been able to interact and socialize well with their friends, so that student is not accepted by their classmates and tends to withdraw from social interactions. Related to this problem, Salahudin (2016) states that problems often faced by students in the school environment related to interpersonal relationships include difficulty making friends, feeling alienated in group work, and so on. This is also in line with what was expressed by Safaria (2005) that children who have difficulty blending in and developing good relationships with their peers are often described as children who like to act rough, aggressive, or extremely self-centered, so their peers do not want their presence.

The second problem is the discovery of students who have a dominant attitude and prioritize themselves, making it difficult to work in groups. A dominant attitude is an antisocial attitude that students must avoid, which is the opposite of prosocial attitudes. According to Safaria (2005), a dominant attitude means always wanting to control or dominate others. As a result, people with dominant attitudes tend not to be liked because of their authoritarian actions. Meanwhile, a self-prioritizing attitude is also included in antisocial attitudes that must be avoided. A self-prioritizing attitude arises from self-egoism. People with this attitude tend to only focus on seeking benefits for themselves, do not want to share, and even do not care about the conditions of others.

The third problem relates to the communication skills and effective listening skills possessed by students. Students were found who are very sensitive to their feelings, thus tending to limit interactions with their friends. Related to this problem, Safaria (2005) explains that in listening activities, there is a term assimilation which means the tendency to reconstruct a received message to match one's attitudes, prejudices, needs, and personal values. Friend and foe factors usually cause children to distort messages because they are influenced by hostility from their interlocutor, so messages that actually have positive meaning tend to be biased into negative ones, perceiving the conveyed message as mockery.

The researcher found student problems related to performing disliked actions to gain attention from teachers and friends. In this case, students do not yet have good self-awareness, meaning that students have not been able to realize and pay attention to aspects of themselves related to understanding feelings, emotions, thoughts, experiences, as well as actions taken (Safaria, 2005).

From several student problems that have been explained previously, there are several causal factors found from those problems. These causal factors originate from internal factors or from within the students themselves, and external factors or originating from outside the students themselves. Both will be explained below.

3.2.1 Internal Factors

The first causal factor relates to internal factors, namely those originating from within the students themselves. This goes back to children's self-awareness, because one function of self-awareness according to Kihlstrom Safaria (2005) is monitoring, which will help children realize all events they experience, both those related to internal processes such as feelings or the deepest desires. This will enable children to have the ability to evaluate themselves objectively, so that children will be able to control their emotional impulses or subconscious drives. This makes children not easily influenced by their own emotions; children will be increasingly able to control their emotions and actions by adapting to the social norms prevailing in their environment.

3.2.2 Eksternal Factors

The first external factor relates to relationships and parenting patterns provided by parents to their children. As explained by Jamiah who state that parents' education and experience influence the way they raise and care for their children (Jamiah, 2021). Therefore, in this case, parents choose the appropriate type or style in educating and raising their children.

The second external factor relates to the family environment and the community environment where they live. This relates to elementary school age when children often imitate those around them, as expressed by Anisah et al. (2024) that significant attitude changes occur at elementary school ages, especially during lower grades, where there is a phase of children in the imitation or manipulation stage. This is reinforced by the opinion expressed by Kenedi et.al that the family environment plays an important role in shaping the interpersonal intelligence of elementary school children. This influence occurs because the family environment provides various developmental opportunities, such as behavioral role models to imitate, opportunities for communication, interactions among family members, emotional support, the formation of values, the development of empathy, and the establishment of relationships among family members (Kenedi et al., 2023).

The third external factor differs from previous research results conducted by Salsabila and Az-Zafi (2020), and also research results conducted by Agustini et al. (2019). This research expands the scope of previous research which states that factors of students' interpersonal intelligence are genetic factors, parental upbringing, and environment. This research attempts to view the phenomenon from a broader perspective, by considering other potentially relevant factors; the researcher found another factor related to social acceptance, and this also relates to school peer environment friends, as expressed by Laksono that the school environment has an important role in developing children's social abilities (Laksono Tri Wahyu, Destrinelli, 2024). This also relates to what was expressed by Safaria (2005) that children with low interpersonal intelligence tend to isolate themselves from their surroundings, which will lead to unhealthy symptoms, for example, a social illness often called shyness. Excessive shyness will later trigger other social illnesses such as loneliness, low self-esteem, poor social judgment, even viewed as unfriendly individuals. These children will feel helpless and face stressful situations.

4 Conclusions

The description of students' interpersonal intelligence based on questionnaire results, both overall and by indicators, shows an average score of 68, which falls into the medium category. Similarly, observation results, both overall and by indicators, yield an average score of 54%, also in the medium category. Thus, it can be concluded that the general overview of interpersonal intelligence among fifth-grade students is in the medium category, meaning students have average interpersonal intelligence—they are sufficiently capable of building social relationships and maintaining social connections. In some situations, students with medium interpersonal intelligence can empathize with others, but in others, they prioritize themselves. Looking at each indicator from observation, questionnaire, and interview results, the most prominent aspect is self-awareness, while effective problem-solving remains in critical need of improvement. Factors causing interpersonal intelligence issues among students are divided into two categories: internal factors (personality and self-awareness) and external factors (parenting patterns, family environment, community environment, and social acceptance).

One limitation of this research is the limited number of informants, so the data obtained may not fully describe the diversity of perspectives or experiences in the field. This can affect the depth of analysis and the generalizability of the research results. Additionally, another limitation lies in the instruments used, which were not comprehensive enough to deeply explore information from respondents, leaving some important data undescribed in depth and comprehensively. Based on the limitations outlined, it is recommended that future research involve a larger and more varied number of informants to obtain deeper and more comprehensive data. Furthermore, it is hoped that research instruments be developed more thoroughly so that the obtained data can depict conditions more accurately and comprehensively.

References

- Abdullah, H. K. (2017). Berbagai metodologi dalam penelitian pendidikan dan manajemen. CV Gunadarma Ilmu.
- Agustini, Awang, I. S., & Parida, L. (2019). Kecerdasan Interpersonal Peserta Didik Di Sekolah Dasar. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 10(2), 120–128.
- Ahmad, A., & Muslimah, M. (2021, December). Memahami teknik pengolahan dan analisis data kualitatif. In *Proceedings of Palangka Raya International and National Conference on Islamic Studies (PINCIS)* (Vol. 1, No. 1).
- Anisah, A. S., & Saifullah, I. (2024). *Strengthening The Profile Pancasila Students And The Profile Rahmatan Lil Alamin Stdents In The Implementation Merdeka Curriculum at Madrasah Ibtidaiyah*. *Al-Aulad: Journal Of Islamic Primary Education*, 7(2), 1-14. <https://doi.org/10.15575/al-aulad.v7i2.34230>
- Assingkily, M. S., & Hardiyati, M. (2019). Analisis perkembangan sosial-emosional tercapai dan tidak tercapai siswa usia dasar. *Al-Aulad: Journal of Islamic Primary Education*, 2(2), 19-31. <https://doi.org/10.15575/al-aulad.v2i2.5210>
- Asyari, H., & Pratiwi, I. M. (2023). Implementation of Expository Learning Model to Enhance Learning Outcome in Islamic Cultural History on the Theme of Hijrah Para Sahabat Nabi SAW to Abyssinia. *Al-Aulad: Journal of Islamic Primary Education*, 6(3).
- Auvisena, A. U., Faiz, A., & Aini, K. (2021). Studi literatur: Analisis pengaruh dan upaya pengembangan perilaku prososial pada peserta didik sekolah dasar. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, 19(1). <https://doi.org/10.17509/sosioreligi.v19i1.39343>
- Jamiah. (2021). Penguatan Pola Asuh Orang Tua bagi Perkembangan Kognitif Anak di Desa Guci Kecamatan Sirampog. *Jurnal Kependidikan*, 9(2), 221–235.
- Kamaruddin, I., Zulham, Z., Utama, F., & Fadilah, L. (2023). Pendidikan karakter di sekolah: Pengaruhnya terhadap pengembangan etika sosial dan moral siswa. *Attractive: Innovative Education Journal*, 5(3), 140-150.
- Kurnia, A., Susanti, S., & Mangkuwibawa, H. (2021). Hubungan antara aktivitas bermain peran dengan kecerdasan emosional anak. *Jurnal Golden Age*, 5(01), 14-22.
- Laksono Tri Wahyu, Destrinelli, B. H. (2024). *Strategi Guru Dalam Mengembangkan Kecerdasan Interpersonal Siswa Kelas Iv Sekolah Dasar Wahyu*. 09(1), 1726–1737.
- Malik, Adam (2018). Pengantar Statistika Pendidikan.
- Muhardinsyah, M., Helminsyah, H., & Subhananto, A. (2020). Analisis Kecerdasan Interpersonal Terhadap Hasil Belajar Ips Siswa Kelas Iv Sd Negeri 46 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1).
- Agustini, Awang, I. S., & Parida, L. (2019). Kecerdasan interpersonal peserta didik di sekolah dasar. *Vox edukasi: Jurnal Ilmiah Ilmu Pendidikan*, 10(2), 120–128.

- Pakpahan, T. R. S., Fadila, J., & Ginting, H. S. G. B. (2024). Pentingnya Komunikasi Efektif dalam Pendidikan bagi Anak Usia Dini. *Ta'rim: Jurnal Pendidikan dan Anak Usia Dini*, 5(3), 37-44. <https://doi.org/10.59059/tarim.v5i3.1325>
- Puspitasari, P. (2023). Mengembangkan Kesadaran Diri Pada Siswa Untuk Mencegah Tindak Perundungan di Sekolah Dasar. *Dharmas Education Journal (DE Journal)*, 4(1), 16-22. <https://doi.org/10.56667/dejournal.v4i1.901>
- Salahudin, A. (2016). *Bimbingan dan konseling*. Pustaka Setia.
- Salsabilla, S., & Zafi, A. A. (2020). Kecerdasan Interpersonal Peserta Didik Sekolah Dasar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 7(1), 35-42. <https://doi.org/10.24042/terampil.v7i1.6240>
- Safaria, T. (2005). Metode Pengembangan Kecerdasan Interpersonal Anak. *Amara Books*.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Utomo, H. B., Sari, A. T. R., & Valensia, E. V. (2022). Penyuluhan kegiatan parenting orang tua untuk meningkatkan kemandirian dan kemampuan pemecahan masalah anak. *Jurnal Inovasi Penelitian Dan Pengabdian Masyarakat*, 2(1), 76-85.