
IMPROVING CHILDREN'S INTERPERSONAL INTELLIGENCE BY ADDING QUALITY TIME INTENSITY

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Abstract

The primary objective of this paper is to investigate the correlation between the intensity of quality time and the level of interpersonal intelligence among students at SMA Muhammadiyah 5 Yogyakarta. The study employed a quantitative research methodology, with a sample size of 68 students selected from a larger population of 215 students. This study assessed the degree of family quality time and the level of interpersonal intelligence among students through the administration of a questionnaire to the participants. The findings indicated that the level of family quality time intensity among the participants was moderate, with a percentage of 63.2%. In the interim, it is seen that pupils exhibit a notable level of interpersonal intelligence, amounting to 79.4%. The results of this study suggest that while the degree of family quality time remains moderate, students at SMA Muhammadiyah 5 Yogyakarta exhibit a significant level of interpersonal intelligence. However, it is imperative to address the issue of intensifying family quality time in order to promote social contact and bolster emotional bonds among family members. This, in turn, has the potential to further augment the development of kids' interpersonal intelligence.

Keywords: interpersonal intelligence; quality time; digital age

Abstrak

Artikel ini bertujuan untuk menyelidiki hubungan antara intensitas waktu berkualitas dan tingkat kecerdasan interpersonal di antara siswa di SMA Muhammadiyah 5 Yogyakarta. Penelitian ini menggunakan metodologi penelitian kuantitatif, dengan ukuran sampel sebanyak 68 siswa yang dipilih dari populasi yang lebih besar sebanyak 215 siswa. Penelitian ini menilai tingkat waktu berkualitas keluarga dan tingkat kecerdasan interpersonal siswa melalui pemberian kuesioner kepada partisipan. Temuan menunjukkan bahwa tingkat intensitas waktu berkualitas keluarga di antara partisipan adalah sedang, dengan persentase sebesar 63,2%. Sementara itu, terlihat bahwa para siswa menunjukkan tingkat kecerdasan interpersonal yang mencolok, mencapai 79,4%. Hasil penelitian ini menyarankan bahwa sementara tingkat waktu berkualitas keluarga tetap sedang, siswa di SMA Muhammadiyah 5 Yogyakarta menunjukkan tingkat kecerdasan interpersonal yang signifikan. Namun, sangat penting untuk mengatasi masalah intensitas waktu berkualitas keluarga guna meningkatkan kontak sosial dan memperkuat ikatan emosional antara anggota keluarga. Hal ini, pada gilirannya, berpotensi untuk lebih meningkatkan perkembangan kecerdasan interpersonal anak-anak.

Kata kunci: kecerdasan interpersonal; waktu berkualitas; era digital

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Introduction

Socializing with others is human nature as a social creature (Suhana, 2018). Although every human being generally possesses these instincts, efforts are needed to develop this potential. In (Gardner, 2003), Social skills are also known as interpersonal intelligence. Interpersonal intelligence is characterized by the ability to recognize oneself and be able to adapt to the environment (Safaria, 2005).

As a form of potential which includes self-understanding, interpersonal intelligence includes five aspects. These three aspects include those presented by Gardner (2009) in (Safaria, 2005): social sensitivity, social insight, and social communication. There are two other indicators of interpersonal intelligence, and they are social goal-setting and self-awareness and understanding (McGrew, 2008).

All forms of human activity that cannot be separated from interaction with other individuals become the key point of the importance of having good interpersonal intelligence. Real evidence of the urgency of interpersonal intelligence is the relationship between interpersonal intelligence on academic performance among students. Interpersonal intelligence is one of the factors supporting one's success in academic terms (Okwuduba et al., 2021). Individuals with optimal interpersonal intelligence are directly proportional to the high academic performance of pre-university science students.

Apart from the academic side, interpersonal intelligence can also affect a person's level of life satisfaction. It was found a fact from a study in Latin America in 2017 stated that interpersonal relationships accounted for 50% of life satisfaction accompanied by other factors. These other factors include positive emotions and self-esteem (Ruvalcaba-Romero et al., 2017).

Interpersonal intelligence, which includes the ability to know oneself, will make a person more self-confident. Armed with the ability to recognize oneself will foster sensitivity to the feelings, thoughts, and perspectives of others or empathy. In addition, interpersonal intelligence also directs individuals to be prosocial or control their egos (Christner et al., 2020).

With an increasingly developing era, changing human civilization towards a digital era filled with technological sophistication. Systems and tools have been found as new breakthroughs to facilitate human communication. Logically, the progress of communication that is getting easier will facilitate social interaction. However, technological advances that target all groups cause new concerns. Children are the target of technological advances, allowing them to interact actively with these sophisticated devices (Suhana, 2018).

Humans have entered the digital era, with all objects represented in the form of signals, information, and binary codes. Thus, some applications help humans to express all their ideas in an attractive form in all fields (Yadav et al., 2020). The sophistication of the technology will provide an attraction for children, such as finding treasure. Attractive images and sounds will cause children to interact less and communicate directly with those around them. As a result, children tend to be aloof and impatient (Suhana, 2018).

With all its advantages and disadvantages, the digital era demands an active role from the family, especially parents (Kwok et al., 2020). Strengthening the family environment is expected

to filter the onslaught of technology and support children's social skills (Offer, 2013). Regarding the use of gadgets, parents should be more careful and wise in providing facilities for their children that are tailored to their needs. Parents should also be able to take advantage of technological sophistication to support the development of children's intelligence (Purnama et al., 2022).

Childhood, as the initial phase of human life, requires extra care because it becomes the starting point for the formation of one's life (Wieckowski & White, 2017). With the quality of life that parents have sought, potential development can also be stimulated properly (Lakić, 2012). To realize this, it can be done by implementing sufficient and quality togetherness time between parents and children (Vanderkerken et al., 2019).

Quality time in Merchena (2004) is togetherness or activities carried out together with the interaction and communication in these activities (Utami et al., 2021). Through this time, parents and children can establish closeness in the midst of an all-digital era.

Based on the aforementioned description, it is evident that quality time plays a crucial role in enhancing students' interpersonal intelligence in the contemporary digital world, a factor that can not be disregarded. Amidst the proliferation of technology and digital connectivity, there is an increasing recognition of the significance of face-to-face interactions and the allocation of quality time with parents, teachers, and classmates. Quality time offers significant opportunity for kids to enhance their communication skills, engage in emotional sharing, and cultivate a more profound comprehension of others. By engaging in these encounters, students have the opportunity to develop and refine their social skills, including but not limited to empathy, cooperation, and dispute resolution. These abilities are crucial for effectively navigating diverse interpersonal scenarios within a more interconnected global society. When confronted with the difficulties of digital isolation, the allocation of quality time assumes a significant function in mitigating the communication divide between the virtual realm and the physical realm. Through the establishment of significant experiences, such as engaging in discourse, participating in play, or partaking in group activities, the allocation of quality time contributes to the development of students as persons who possess heightened awareness and empathy towards the emotions and perspectives of others. Consequently, this cultivation of sensitivity serves as a robust basis for their capacity to engage in effective interaction and collaboration.

Method

This study was conducted thematically on the relationship between the intensity of family quality time and the interpersonal intelligence of senior high school-aged children. The relevance of these two things was then developed into a discourse on efforts to increase children's interpersonal intelligence with the intensity of family quality time in the digital era. A review of some literature is accompanied by a pre-research review and conclusions drawn from the results of the analysis of primary and secondary sources using the SPSS 25.0 application for windows.

Research Participants

The sample in this study was 68 senior high school students from a total of 215 students at SMA Muhammadiyah 5 Yogyakarta. Students who became respondents took grades X, XI and XII obtained through the calculation of the retrieval formula according to Slovin with an error limit of 10%. Before the research was conducted, the researcher had been given approval by the principal of SMA Muhammadiyah 5 Yogyakarta.

Research Procedure

Data was collected by filling out questionnaires, interviews, and documentation. Questionnaires were filled out by respondents directly through printouts. In each alternative answer, both favorable and unfavorable, four choices are given based on the Likert scale and has been adjusted to the level of development of senior high school age: Often, sometimes, rarely, and never.

In filling out the questionnaire, respondents were asked to choose the statements listed based on the experience that they had been done. Then the scoring process was carried out on each item according to the alternative answers. The results of interviews related to the two research variables were used to complement and support the questionnaire data. Furthermore, documentation serves as evidence in the form of photos related to the research carried out.

Data Analysis Techniques

Before starting the research, a validity test was conducted to test the correctness of the research instrument. In addition, reliability tests are also carried out so that the accuracy of the research instrument can be known (Sugiyono, 2016). Then proceed with the normality test to determine the data's normality level.

The data obtained from the questionnaire will be analyzed for normality through the normality test, referring to the Kolmogorov-Smirnov value (Orcan, 2020). If the data has a significance value > 0.05 , then the data is normally distributed. Meanwhile, if the significance value < 0.05 , the data is not normally distributed. After going through the series of processes above, then tested with bivariate correlation analysis to test hypotheses related to the presence or absence of correlation between the two variables. In testing this hypothesis, the significance of the correlation between variables is known from the value of Sig. in the form of alpha coefficient < 0.05 .

Results and Discussion

Based on the data on the questionnaire, through validity and reliability tests, items that passed the two tests were taken. The items that have passed the test are then analyzed further, and the following findings are obtained:

Results

After testing the validity and reliability, a normality test was conducted to determine the normality of the data. Based on the normality test, the data is normally distributed so that it can be analyzed using parametric statistics on hypothesis testing and descriptive analysis tests.

Family Quality Time Intensity Level

The results of the descriptive analysis test showed that for 68 respondents, the percentage of family quality time intensity for SMA Muhammadiyah 5 Yogyakarta students in the medium category was 63.2%, and the high category was 36.8%. Thus, it can be concluded that the quality time intensity of students at SMA Muhammadiyah 5 Yogyakarta is moderate.

Family Quality Time Intensity Level

In addition, the results also show that interpersonal intelligence has a percentage of 20.6% and the high category percentage is 79.4%. Therefore, it can be concluded that the interpersonal intelligence of SMA Muhammadiyah 5 Yogyakarta students is in the high category.

These two levels of results were obtained after going through the validity and reliability tests. A data can be said to be valid if the person correlation product moment shows that the r count is greater than the r table, then the data can be said to be valid. In contrast, the reliability of the data can be known through the reliability test, with Cronbach's Alpha value > 0.7 (Sugiyono, 2016).

As for knowing the normality of data, a normality test must be carried out, which refers to the Kolmogorov-Smirnov method. The data is normally distributed if it has a significance value > 0.05 . The following is the output of the normality test results, see table 1.

Table 1. Normality Test Output

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Intensity	.081	68	.200*	.981	68	.383
Interpersonal	.065	68	.200*	.982	68	.449

*.This is a lower bound of the true significance.

a.Liliefors Significance Correction

In the table 1, it can be seen that the value of the test of normality of Kolomogorv Smirnov, the variable intensity of quality time, and interpersonal intelligence is 0.200 or more than 0.05. Therefore, the data of the two variables are normally distributed.

Relationship Intensity of Family Quality Time with Interpersonal Intelligence in Senior High School Students

In order to know the method to improve children's interpersonal intelligence, a study was conducted on the relationship between the intensity of family quality time and interpersonal intelligence. Then, if the correlation between the two variables is known, it is continued by studying the appropriate steps to improve interpersonal intelligence. To prove it, a hypothesis test was conducted. From the hypothesis test, the correlation coefficient was 0.236 with $p = 0.053$ ($p > 0.053$). These results indicate that there is no significant relationship between the intensity of family quality time and interpersonal intelligence, while the association level shows a low correlation. Therefore, the accepted hypothesis is H_0 (zero hypotheses). The following table 2 shows the results of the product-moment correlation data processing.

Table 2. Product Moment Correlation Test Output

Correlations		Intensity	Interpersonal
Intensity	Pearson Correlation	1	.236
	Sig. (2-tailed)		.053
	N	68	68
Interpersonal	Pearson Correlation	.236	1
	Sig. (2-tailed)	.053	
	N	68	68

The table 2 shows that the significance value (2-tailed) is 0.053, which means it is greater than 0.05. Thus, it can be concluded that there is no significant relationship between the family quality time intensity variable and the interpersonal intelligence variable. Due to the absence of a significant relationship between the two variables, the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_0) is accepted. In addition, from the table, there is a low correlation between the X variable and the Y variable because the Pearson correlation coefficient is 0.236.

Discussion

The presentation of the discussion in this study is the result of the data that has been analyzed and has been statistically analyzed using the SPSS 25.0 application. The variable intensity of family quality time for SMA Muhammadiyah 5 Yogyakarta students is in the medium category with a percentage of 63.2%, with the highest aspect being communication. The high number of communication means that the intensity of quality time can be achieved starting with communication between family members (Utami, Suci Febrian dkk, 2021). Starting from good communication, the relationship between families is getting closer.

The togetherness between parents and students of SMA Muhammadiyah 5 Yogyakarta can be said to be lacking because parents have busy work. This is in accordance with the data obtained based on the questionnaire because communication is the highest aspect of quality time for the SMA Muhammadiyah 5 Yogyakarta students' families. Limited time to meet children causes family quality time that can be done to communicate.

As far as the researchers observed, it was found that the professional background of the parents of SMA Muhammadiyah 5 Yogyakarta students were cigarette factory workers belonging to private companies (Results of the Principal's interview on Wednesday, June 9, 2022). This work is the reason for the lack of togetherness between parents and children. SMA Muhammadiyah 5 Yogyakarta students' parents, father, and mother are busy outside the home to work. In fact, it is not uncommon for students to be at home without their parents. According to one student, if their parents have not finished their work, they are at home with their sister (HF interview results on Wednesday, June 9, 2022).

In addition to interpersonal variables, from the data processing results, it is also known that the level of interpersonal intelligence is high at 79.4% and moderate at 20.6%. Students' high sensitivity to their surroundings is due to the implementation of various social and collective programs in the school environment (Luthfiyah et al., 2022).

One of them is the daily and weekly infaq program. The second program is the existence of a reward and punishment system. If you carry out the rules well, students will be given good points and vice versa. If you violate the rules that have been applied, the points you have earned will be deducted, so that student discipline can be established (Wu et al., 2021). In addition, the teachers also facilitate social skills with the opportunity for students to vent, and a solution will be provided through the homeroom teacher (Interview results on Wednesday, June 9, 2022).

There is no significant relationship between the intensity of family quality time and interpersonal intelligence in SMA Muhammadiyah 5 Yogyakarta students. This relationship is absent due to the lack of time together between parents and children. Parents have busy work, so they require being outside the house during work. The role of parents to children is not channeled in this busy life (Ranjan, 2021).

How Does The Intensity of Quality Time Affect The Improvement of Children's Interpersonal Intelligence?

The lack of time with children causes less than optimal parental education in the family environment (Santrock, 2014). However, on the other hand, there are other family members besides parents who take part or, in other words, play a role in representing parents at school (Marzuki & Manaf, 2014), that is, older siblings or other people who are considered the most comfortable place for senior high school students to express whatever they feel. The role of older siblings is more or less a positive influence (Pike & Oliver, 2017) on students because, in that closeness, the older siblings become an example for their younger siblings (Shahbazian, 2021).

The intensity of family quality time (between parents and children) does not have a significant relationship with interpersonal intelligence, but there are other factors, such as togetherness with other family members (older siblings). Because the older siblings are still a child in the family, the control over interpersonal intelligence is still low when compared to parental control.

Meanwhile, while at school, SMA Muhammadiyah 5 Yogyakarta students participate in habituation programs that support the development of interpersonal intelligence, as (Hendrickx et al., 2022) state that teachers play a role in internalizing values in students. Therefore, the student's level of interpersonal intelligence is categorized as high.

Based on the study's results, it was found that the parents of the respondents' children were busy working, thereby reducing family quality time. In addition, parents are also faced with a huge challenge in the form of technological sophistication surrounding their children. Therefore, parents are required not to close themselves off from learning the best parenting styles because being a parent is the greatest opportunity to realize this (van Beurden & de Haan, 2019).

To get around the problem, parents can make technology in the digital era one of the solutions. Parents can still maintain closeness with their children during their working hours through their gadgets, and children are still accompanied by adult supervision, such as older siblings.

Family quality time indicators can still be carried out with limited time and without meeting face to face. One of the efforts that can still be made is communication. Parents can contact their children through gadgets regularly so that the child's growth and development are not missed. Communication in the family influences children's risk and trust (Hanson & Olson, 2018).

Outside of busy work, interactions and activities with family can be established. Activities will further foster closeness between families because of the positive response that can be given to stimuli in the form of words, actions, and others (Melton, 2017).

There are several benefits of being together through quality time with family (Munawarah, 2020). These include 1) Strengthening the relationship between parents and children, 2) Children growing and developing optimally, and 3) Becoming an investment in the future for parents.

If the atmosphere of the family environment has implemented the steps above with sufficient portions and accompanied by supervision, then the child will be able to focus more on recognizing and understanding himself so that social life with other people can be realized properly as well (Pilarinos & Solomon, 2017). Parents can also condition other family members so that childcare can run in harmony. In fact, siblings can influence each other (Lecce et al., 2011). Thus, parents must give each child the same portion of love without discriminating.

In addition to the family environment, there is also another scope that parents must consider, such as the school environment and all parties involved. Teachers and peers at school are two parties who are closely related to children. At school age, children will experience a lot of interaction with their peers (Götmark & Andersson, 2020). Even though they have provided adequate religious provisions, parents still have to monitor who the child is friends with and provide direction to the child to be careful in making friends. Full attention must be given so that children do not choose the wrong friends because of the ease of accessing the internet, even by children at this time.

In addition to friends, in the school environment, children also cannot be separated from the role of the teacher as a second parent (Winarti et al., 2019). As parents of children in schools, teachers carry out their duties to instill knowledge and good values in children (Foster et al., 2017). So that children's development does not get off track, parents can establish communication and work together with teachers. Parents can regularly communicate actively on sharing opportunities with teachers at school or actively provide constructive suggestions to be applied to children's education at school.

Conclusion

In a contemporary society characterized by the widespread integration of digital technology into daily routines, this study underscores the significance of dedicating substantial periods of time to enhance children's interpersonal intelligence. The findings of the aforementioned study indicate that despite the insufficient degree of intensity in family quality time, children are still able to cultivate positive interpersonal skills. They appear to possess well-developed communication skills, empathy, cooperation, and the ability to understand and empathize with the emotions of others. However, prioritizing the enhancement of quality time is crucial in maximizing the advancement of children's interpersonal intelligence.

Within this particular environment, the significance of parents, educators, and society at large assumes a paramount role. It is imperative for parents to effectively manage their time in order to prioritize meaningful connections with their children, participating in activities that foster the development of social and emotional skills. Educators also assume a pivotal role in cultivating an educational setting that fosters collaborative engagement, meaningful discourse, and empathetic comprehension of peers' emotions. The broader society can contribute to this cause by establishing physical environments that facilitate children's social interactions beyond the realm of digital platforms. In general, this study offers a comprehensive examination of the significance of the level of quality time spent in influencing the development of children's interpersonal intelligence. Despite the ongoing advancements in technology, it is crucial to recognize that deep human interaction continues to serve as a fundamental element in the cultivation of social and emotional skills that are vital for addressing the future's difficulties.

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