IMPROVING LEARNING ACHIEVEMENT THROUGH INTERPERSONAL INTELLIGENCE AND SELF-REGULATED LEARNING

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Abstract

The material in accounting computer lessons utilizes technology to present problems to students. Thus, generating differences in student achievement based on various factors and investigating the relationship between student success and factors such as interpersonal intelligence and self-regulated learning. This study uses a survey method based on a quantitative approach. The Affordable population of this study is the eleventh-grade students in the Department of financial accounting SMKN Jakarta with 174 students. Simple random sampling is used as a sampling technique. The sample was taken randomly without certain criteria so that students with high or low achievement could be a research sample. Known results of this study's average (mean) student achievement into Category B (Good).

Furthermore, students with interpersonal intelligence and self-regulated learning are in the "low" and "high" categories. In this study, teachers as educators in schools can guide and train students 'social relationships by forming study groups regularly so that students can improve interpersonal relationships with other students, besides that students can understand each other's learning needs to form learning strategies that will produce learning goals to be achieved. The findings of this study stated that there is a positive relationship between computer accounting learning achievement of vocational school students with interpersonal intelligence and self-regulated learning.

Keywords: Total Revenue, Authorized Capital and Corporate Inventories

INTRODUCTION

Education describes one of the important activities in every human life activity. Good quality education will help the learning process to produce changes in humans. Improving the development of Indonesian education is carried out in various ways to overcome existing problems. To support the development of education is carried out by someone. Knowledge-based economy (KBE) is the development of a knowledge-based economy, which is currently being developed globally and used by countries worldwide. According to (Oktaviastuti et al., 2019), education taken by students in Vocational High School (SMK) other than general theoretical knowledge also equips students with technical skills. Being skilled in the industry efficiently and competent in their expertise is the main goal of Vocational High School (SMK) graduates. One of the areas of expertise in the accounting department is the subject of computer accounting competence which involves aspects of computerized technology in the management of accounting transactions. Technology that moves forward impacts accounting, an important part of the industrial field (Musyaffi, 2020).

Thus, vocational students as learners should be able to understand technology development in the accounting field. The material in computer accounting lessons that use technology also usually presents problems to students, such as in the discussion of MYOB accounting (Rosyadi et

al., 2018). According to (Mulbar et al., 2019), a good education can explore the student's full potential. In order to observe the shifts that take place and aid in the discovery of the student's full potential in the context of the learning process, it is important to conduct an evaluation (Fokalie, 2020). These learning outcomes certainly indicate that there are learning difficulties that occur to students. Factors that cause differences in learning outcomes include factors that come from within/from outside the student. Thus, researchers focused on the discussion of factors internally.

Interpersonal intelligence is intelligence related to relationships between people. The Theory of Multiple Intelligences in education is very broad. Interpersonal intelligence must exist in students because interpersonal intelligence can improve interaction with others effectively (Syasmita et al., 2019). People with strong interpersonal intelligence can easily collaborate and communicate with someone. Students must constantly train and improve their interpersonal intelligence. According to the concept of Educational Psychology, students' efforts to clarify the direction of education are mentioned as an indicator of self-regulation. Not a few students face difficult learning processes, such as understanding the material, which causes some students to receive poor learning outcomes. Students who receive unsatisfactory learning achievements are not caused by the low intelligence factor alone. However, another thing that needs to be considered is self-regulation in different learning activities for each student (Jagad & Khoirunnisa, 2018).

LITERATURE REVIEW

The process that students achieve after undergoing learning activities and producing evaluations in the form of numbers, letters, or words is the definition of learning outcomes (Kharisma et al., 2019). Evaluation of a student's learning outcomes to determine learning goals is known as learning achievement (Walid & Hadiwinarto, 2021). Through learning outcomes, students can experience learning progress (Istapra et al., 2021). It is concluded that learning achievement is the result of the learning process that each student does for effort and hard work to achieve a learning goal.

Interpersonal Intelligence

Savitri (2019) mentioned that smart means are memorizing terms, being good at counting, reading quickly, quickly solving puzzles, and quickly being able to write words. The theory of multiple intelligence by Gardner (1983) that multiple intelligence is based on the definition of the concept of creating something with various abilities in problem-solving. His book's seven main bits of intelligence are linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. According to Wijaya et al. (2021), the ability to understand others, including emotions, temperaments, moods, intentions, and desires, manifested in creating good relationships, interactions, and collaborations that are mutually beneficial is the meaning of interpersonal intelligence. Because according to Hardi (2021), one of the intelligence students must have is interpersonal intelligence. Hermita (2017) defines interpersonal intelligence as social intelligence, which refers to the ability to establish and maintain social relationships. Based on experts' opinions on the definition of interpersonal intelligence, it is concluded that interpersonal intelligence is a mastery skill in establishing relationships that a person does to communicate verbally or non-verbally, provide interaction and understand the feelings of others to provide the needs of others and the team. Interpersonal intelligence helps individuals realize their presence to enter their social environment, either in the community, family, school, or workplace.

Self-Regulated Learning

Zimmerman (1990) states that students to achieve academic achievement to be achieved, students determine and utilize self-learning strategies based on feedback about the effectiveness and learning skills called self-regulated. Furthermore, according to Zimmerman (1989), the three factors that influence self-regulated learning are called the triadic form of self-regulation theory, namely the personal self (person), action factor (behaviour), and environmental situation factor (environment). Self-regulated learning can be interpreted as" adjusting or controlling oneself in learning "or" controlling or self-learning " (Ghufron & Suminta, 2017). According to Saputra et al. (2019), self-regulated learning means self-learning. Independent learning is learners' active and independent efforts in the learning process through cognition, motivation, behaviour control, regulation, and control of learning objectives. Self-learning, according to van Alten et al. (2020), is someone who has the ability and motivation to think about how what, and why they learn (i.e. metacognition) and thus control their learning behaviour (i.e. adjustment). From various expert opinions regarding the definition of self-regulated learning, self-regulated learning is a process of an effort to adjust in organizing, coordinating, and controlling learning activities and evaluating learning activities to improve abilities and achieve certain goals.

METHOD

This study uses a quantitative approach using survey methods. Survey research takes samples from one population and uses questionnaires as a primary data collection tool that examines an individual's behaviour (Siyoto & Sodik, 2015). According to Sumargo (2020), survey research methods aim to obtain an explanation or a descriptive characteristic of a population. The population of this study are all SMKN 22, 51, and 44 Jakarta. The Affordable population of this study is the 11th-grade students in the Department of financial accounting of SMKN 22, 51, and 44 Jakarta, amounting to 174 students. Researchers use simple random sampling techniques that perform simple and fair sampling, meaning that each population has the same opportunity to be selected (Sumargo, 2020). With the population of all SMKN students 22, 51, and 44 Jakarta, researchers chose random sampling without certain criteria so that students with high or low achievement could be a sample in the study.

RESULTS AND DISCUSSION

Completed data collection and data analysis found that the highest achievement in computer accounting was 98, and the lowest achievement was 78. Thus, it is known that the average (mean) student achievement in this study amounted to 88.06 and into the category of "B" (value > 80-90 "good"). Furthermore, after performing multiple linear regression analysis showed the result of a constant of 55.942 with a value for the variable X1 of 0.156 and a value for the variable X2 of 0.134. Then the equation can be determined as follows: $\hat{Y}=55{,}942+0{,}156X_1+0{,}134X_2$

The equation above means that if interpersonal intelligence and self-regulated learning have a value of 0, then the value that will be formed for learning achievement is positive. Amounted to 0.156 for variable interpersonal intelligence and 0.134 for variable self-regulated learning. Furthermore, this study's coefficient of determination test found the R Square value of 0.400 or 40%. It means that the changes that occur in the variable learning achievement are influenced by variables interpersonal intelligence and self-regulated learning by 40%.

Interpersonal Intelligence On Learning Achievement

The calculation of the above data analysis found that the T-test obtained t calculate interpersonal intelligence is 2.842 and the T table on a significance of 0.05 with a value of 1.98027. Thus, it is concluded that t count > t Table is equal to 2.842 > 1.98027, then Ho rejected, which means interpersonal intelligence positively influences learning achievement. The results of these calculations follow research conducted by Istapra et al. (2021) because the relationship of interpersonal intelligence of a student has a great influence on the performance of the student's achievements. The results showed that students an average interpersonal intelligence in this study are in the category of" medium " by 70%. Students in this study showed that the average interpersonal intelligence is in the "low " category of 14%. Students with average interpersonal intelligence in this study were in the "high " category of 16%. Risan (2017) mentioned that interpersonal intelligence could affect student achievement inside or outside the classroom. Then, Hardi (2021) research explained that interpersonal intelligence is one of the dominant factors affecting learning outcomes. If students ' interpersonal skills are high, it will help them communicate and work together in groups to solve problems.

Self-Regulated Learning On Learning Achievement
Furthermore, the calculation of the above data analysis found that the value of t count self-regulated learning of 2.667 and the T table on the significance of 0.05 with the value of T table of 1.98027. Thus it can be concluded that t count > t Table is equal to 2.667 > 1.98027, then Ho rejected, which means self-regulated learning positively influences learning achievement. The results of the above calculations, according to research conducted by OZ (2021), state that these self-regulated learning skills help in setting specific goals for yourself, implementing effective strategies to achieve them, controlling tasks, rearranging the physical and social environment according to learning goals, managing time efficiently, and can be identified as learners who carry out assessments and apply possible strategies to themselves. The results showed that students have an average of self-regulated learning in this study in the category of" medium " of 72%. Students in this study showed that the average self-regulated learning is in the category of" low " by 13%. Students with average self-regulated learning in this study are in the "high " category of 15%. Then, research conducted by Magfirah & Thahir (2021)states that the ability to regulate academic activities is related to the ability to self-regulated learning. In addition, research by Alafgani & Purwandari (2019) states that self-regulated learning is one of the important predictors of school achievement.

Interpersonal Intelligence And Self-Regulated Learning On Learning Achievement
The above calculation shows the value of the F count of 39.400, which means greater than the F table based on the F statistics table of 3.07. Thus, F count 39,400 > F table 3,07. Then there is the influence of independent variables of interpersonal intelligence and self-regulated learning simultaneously to the dependent variable of learning achievement. The above calculation results following research conducted by Okwuduba et al. (2021) that gender, age, self-regulated learning, and emotional intelligence in intrapersonal and interpersonal significantly affect student academic achievement. Furthermore, Fokalie's (2020) research on self-regulation of learning and interpersonal intelligence applied to the learning process can affect academic achievement. Later, research conducted by Zhou et al. (2018) showed that students with higher levels of intrapersonal and interpersonal emotional intelligence have higher levels of self-regulated learning and can perform better academically and in self-development, including social, cognitive, and self-

development aspects. Kharisma et al. (2019) state that interpersonal intelligence, self-regulation, and logical thinking skills positively affect learning achievement.

CONCLUSION

Based on the analysis of data and research done and arranged in the chapters above, researchers have concluded that students with average interpersonal intelligence in this study are in the category of "medium". Thus, it was found that the relationship of significant and positive effect on learning achievement with interpersonal intelligence, meaning that high interpersonal intelligence of students will produce high learning achievement. Furthermore, students who have an average of self-regulated learning in this study are in the " medium " category. Thus, it was found that self-regulated learning has a significant and positive effect on learning achievement, meaning that high self-regulated learning will produce high learning achievement for students. In this study, it was found that the average results (mean) student achievement in this study into the category of "B" (value > 80-90 "good"). Interpersonal intelligence and self-regulated learning have a significant and positive influence on the learning achievement of vocational students.

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