

ANALYZING STUDENT INTERPERSONAL INTELLIGENCE BASED ON GENDER IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to determine and describe the differences in interpersonal intelligence between male and female students in the high class of Sahabat Alam Elementary School. This research was conducted in the even semester of the 2021/2022 academic year. The method used in this research is a descriptive quantitative method using data collection techniques in the form of survey methods. The sample in this study consisted of a high class totaling 66 students. Data was collected using an instrument in the form of an Interpersonal Intelligence questionnaire with a Likert scale model containing 13 items with a valid value ($r_{tabel} = 0,27$). Data analysis used an Independent Sample t-test. The results of this study indicate differences in students' Interpersonal Intelligence based on gender. The results showed that female students obtained an average of higher interpersonal intelligence than the average value of male students' interpersonal intelligence. It can be seen from the t-test results of the interpersonal intelligence of female and male students of -4.208 with a significance level of 0.05 . Thus, this shows differences in the interpersonal intelligence of male and female students in elementary schools.

KEYWORDS: Elementary School, Gender Intelligence, Interpersonal Intelligence, Male and Female Students.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan bagaimana perbedaan kecerdasan interpersonal antara siswa laki-laki dan perempuan di kelas tinggi Sekolah Dasar Sahabat Alam. Penelitian ini dilaksanakan pada semester genap tahun ajaran 2021/2022. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif dengan menggunakan teknik pengumpulan data berupa metode survei. Sampel dalam penelitian ini terdiri dari kelas tinggi yang berjumlah 66 siswa. Pengumpulan data dilakukan dengan menggunakan instrumen berupa angket Kecerdasan Interpersonal dengan model skala Likert yang berisi 13 item dengan nilai valid ($r_{tabel} = 0,27$). Analisis data menggunakan Independent Sample t-Test. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan Kecerdasan Interpersonal siswa berdasarkan jenis kelamin. Hasil penelitian menunjukkan bahwa siswa perempuan memperoleh rata-rata kecerdasan interpersonal yang lebih tinggi dibandingkan nilai rata-rata kecerdasan interpersonal siswa laki-laki. Hal ini dapat dilihat dari hasil uji-t kecerdasan interpersonal siswa perempuan dan siswa laki-laki sebesar $-4,208$ dengan tingkat signifikansi $0,05$. Dengan demikian, hal ini menunjukkan bahwa terdapat perbedaan kecerdasan interpersonal siswa berdasarkan gender. Artinya bahwa terdapat perbedaan kecerdasan interpersonal siswa laki-laki dan perempuan di sekolah dasar.

KATA KUNCI: Kecerdasan Gender, Kecerdasan Gender, Sekolah Dasar, Pelajar Putra dan Putri.

INTRODUCTION

The emergence of several acts of violence committed among elementary school students, such as those committed by a group of students in one of the elementary schools in Binjai, North Sumatra, which caused their female friend to die (Rachmawati, 2022), the persecution of grade 3 elementary school students in Bekasi (Lesmana, 2022), and violent behaviors committed by elementary school students in various other parts of Indonesia, shows facts that are very concerning to many parties. Elementary school students who should think more about playing are inappropriate to commit these acts. Especially in the age range of 7-13 years, the golden period where the basis of human behavior is formed.

In her research, Handini states that students aged 8-12 years have a stronger emotional attachment to peers (Risa, 2013). This emotional attachment can be seen in students going to and from school with their peers and playing at the canteen together. In addition, they choose their seat and seatmates whom they consider close or with friends they like. According to Izzaty, high-grade students in elementary school like to form peer groups or peer groups to play together and make their own rules in their groups (Izzaty et al., 2008). The ability of students to build relationships with their social community is called interpersonal intelligence.

Interpersonal intelligence is one of the multiple intelligences consisting of linguistic, logical-mathematical, intrapersonal, interpersonal, musical, visual-spatial, kinesthetic, and naturalist intelligence (Gunawan, 2011). Each student must tend to dominate more intelligence. However, students must develop interpersonal intelligence as their learning spirit develops today from independent to team-based learning.

Interpersonal intelligence is the ability to understand other people by understanding what motivates them, how they work, and how they work with each other (Wuwung, 2020). Interpersonal intelligence is vital in life. Safaria argues that interpersonal intelligence is necessary because humans cannot live alone. Humans are basically in any activity required to relate to other people (Safaria, 2005).

For children, interpersonal intelligence is beneficial in adjusting and forming social relationships. Vice versa, students will need interpersonal intelligence to establish relationships with others. The importance of interpersonal intelligence for children is also reinforced by Safaria's opinion, which states that children who fail to develop interpersonal

intelligence will experience many obstacles in their social world, such as loneliness, feeling worthless, and isolating themselves (Safaria, 2005). The lack of interpersonal intelligence can cause students to become passive and tend to be indifferent to the environment around them. The problem of interpersonal intelligence in learning activities causes students to be less able to cooperate with other students, be passive, shunned, and interact with teachers and other students.

In learning activities, interpersonal intelligence in students is needed to carry out learning activities well because, through interpersonal intelligence, students will be able to convey obstacles, consult, express answers, work with teams, and interact with others in supporting learning activities. Interpersonal intelligence includes the ability to distinguish and respond appropriately to the moods, temperaments, motivations, and desires of others. The dimensions of interpersonal intelligence, according to Safaria, consist of dimensions of social sensitivity, social communication, and social understanding with indicators of empathy for classmates, showing prosocial attitudes, being able to communicate politely, listening effectively, having self-awareness, and understanding ethics and social situations (Safaria, 2005).

According to Wisnuwardhani in Sukarelawai, three factors influence the activity of the interpersonal process: internal factors (starting from oneself, namely students, parents, or other family members) and external factors (starting from environmental encouragement outside themselves such as the school or neighbors who encourage children or parents to communicate), and interaction factors (encouraging due to cases or events about relationships, such as cases of learning gaps revealed by the mass media) (Sukarelawati, 2019).

In the human world, there are two sexes, male and female. The difference between men and women is a universal principle in society, where both have differences in several aspects, both physical, characteristic, and emotional. Women are generally more non-aggressive, nurturing, gentle, and motherly, so they tend to be sensitive. In contrast, men tend to be aggressive and full of attacking power to control the situation in their scope of life.

Men's brains are 10% larger than women's, but that does not mean that men are more intelligent than women (Pawestri, 2021). Brain size does not affect a person's intelligence or IQ. Although the size of the male brain is usually more prominent than the size of the female brain, the fact is that the hippocampus in women is more significant than

in men. The hippocampus is the part of the brain that stores memories, one of the reasons women can process information more quickly.

Women use their right brain more often. It is why women are better able to see from various points of view and draw conclusions. The female brain can relate memory and social circumstances more, so women rely more on feelings. According to a Tel Aviv study, women can absorb information five times faster than men. It is the reason women are quicker to conclude something than men.

The difference in responses between women and men occurs because women have a verbal center in both parts of the brain, while men only have a verbal center on the left side. Usually, this causes women to prefer discussing, gossiping, and telling long stories to men. Biologically, Le Doux in Masyithoh explains that the difference between men and women lies in the corpus callosum, a massive fiber connecting the brain's two hemispheres (Masyithoh, 2017). Women's corpus callosum is more significant than men's, and this may explain why women are more aware of their own emotions and those of others than men. It may happen because the right hemisphere can provide information about feelings to the left brain. Several researchers have proven that gender differences can lead to differences in interpersonal intelligence. In another sense, it can be explained that a person's interpersonal intelligence depends on his gender.

Meaty in Nugroho and Dwiyantri describes the differences in the psychological aspects of men and women. Women are more sensitive than men when other women are angry or hurt. In contrast, men usually still have to see tears and angry faces before they get it right (Nugroho & Dwiyantri, 2016). It understands what's going on. Women's sensitivity to understanding subtle and subtle communication cues is often referred to as "female intuition," which is a woman's extraordinary ability to detect details and changes in the appearance or behavior of others.

In terms of physicality, men are superior to women. In general, men have more power and muscle strength than women, so men can help women work when in trouble, like lifting heavy loads. It's because not all women can do the serious work men can do. However, although men and women have differences, they also have advantages and disadvantages. Just as men can help make women's work more effortless because of their strength, and vice versa, not all men can do women's work as strong as any man.

Following several previous research, the comparison of interpersonal intelligence in male and female students said they differed. Among them is the study conducted by Mahmud et al., entitled *The Effect of Interpersonal Intelligence-Based Learning on*

Students' Basic Statistics Learning Outcomes (Viewed From Gender Differences), where the conclusion is that there are differences in Basic Statistics learning outcomes taught using interpersonal intelligence-based learning in terms of gender (Mahmud et al., 2019). Hanafiah and Suhana reveal that interpersonal intelligence includes sharing, comparing, working together, having many friends, and learning with and from others (Hanafiah & Suhana, 2009).

From the indicators of interpersonal intelligence that have been described, it turns out that interpersonal intelligence can be seen from the ability of students to establish social relationships with teachers and other students (Salsabilla & Zafi, 2020). Hence, the cultivation of interpersonal intelligence holds significant value in the overall development of a student's personality. The presence of numerous good emotions will serve as a fundamental basis for establishing harmonious social connections and preventing violent conduct. It suggests that, in an ideal scenario, gender disparities should not hinder students' development of interpersonal intelligence. It refers to the research findings that There is a lack of substantial gender disparities in this context (González-Treviño et al., 2020; Meshkat & Nejati, 2017). Nevertheless, several other research findings have yielded divergent outcomes, indicating that gender disparities impact students' interpersonal intelligence (Nulhakim & Berlian, 2020).

The dimensions that can be used to determine students' interpersonal intelligence are the dimensions of social sensitivity, social communication, and social understanding, with indicators including empathy for friends, prosocial attitude, effective listening, ability to communicate politely, self-awareness, and knowledge of ethics and social situations (Nisa et al., 2019; Yuniar et al., 2023). Based on the issues mentioned above, the researcher harbors an interest in undertaking a research endeavor to scrutinize the impact of gender on social skills. It shall be accomplished by formulating inquiries to attain the following objectives: "Do disparities in social skills exist among students based on gender?"

METHODS

This research was conducted at the Sahabat Alam Parung Elementary School in Cidokom Village, RT 03 RW 06, Waru Jaya Village, Parung District, Bogor Regency, West Java Province. This research was conducted in the even semester of the 2021/2022 academic year. The research method used in this study is a descriptive quantitative method aimed at describing students' interpersonal intelligence based on gender in Sahabat Alam Siti Masyithoh, Hafsa Muthmainah, Sita Ratnaningsih, *Analyzing Students Interpersonal Intelligence Based on Gender in Elementary School*

Elementary School. The data collection technique used is a survey method to determine the perceptions of high-class students. In this study, the researcher used a questionnaire survey method, which is a survey that uses a questionnaire to collect data. The questionnaire contains several questions with a standard structure.

The population in this study were all students at the Sahabat Alam Parung Elementary School, which amounted to 142 students, and the research sample was the high-grade students at the Sahabat Alam Elementary School. The sampling technique used in this study is simple random sampling so that it is expected to describe the actual state of the population. The data collection technique used in this study is a non-test technique. The non-test given to students is in the form of a questionnaire or questionnaire with a graded scale or a Likert scale. In the stratified scale questionnaire, respondents' answers are in the form of multilevel questions that show an attitude scale with a range of strongly agree to disagree with the available statements. All items used in the study have been validated using the Pearson Product Moment formula and tested for reliability using Cronbach's Alpha formula with a reliability level of 0.889. The reliability value is more significant than 0.60 (6%).

RESULT AND DISCUSSION

RESULT

The results of data collection and processing through interpersonal intelligence instruments from all samples of 66 students. The categorization is divided into two parts. The first is categorization based on male gender. Second, categorization is based on the female gender. The presentation of the results of the questionnaire data for all high-grade students at Sahabat Alam Elementary School using the Excel 2016 application.

Table 1. Interpersonal Intelligence Categorization

Category	Interval	Frequency	Percentage
Low	$X < 50$	0	0%
Medium	$50 \leq X \leq 75$	28	42%
Height	$X > 75$	38	58%
Total		66	100%

Based on the calculation of the categorization in the table, it shows that most of the interpersonal intelligence of all high-grade students at the Sahabat Alam Elementary School is in the high category, which is 58% as many as 38 people. Furthermore, 28 respondents were in the medium category, 42%, and finally, in the low category, there

were 0 respondents, which was 0%. The presentation of interpersonal intelligence data for all high-grade students at Sahabat Alam Elementary School can be presented in the form of a frequency distribution table as follows:

Table 2. Interpersonal Intelligence Frequency Distribution

No	Class of Interval	Frequency		
		Absolute	Relative (%)	Cumulative
1	57 - 62	2	3	2
2	63 - 68	4	6	6
3	69 - 74	12	18	18
4	75 - 80	20	30	38
5	81 - 86	20	30	58
6	87 - 92	7	11	65
7	93 - 98	1	2	66
Total		66	100	

The data shows that two students get a score of 57 - 62. Four students earned a score of 63 - 68. Twelve students get a score of 69 - 74. Twenty students get a score of 75 - 80. Twenty students get a score of 81 - 86. Seven students earned a score of 87 - 92. And the last student who got a score of 93 - 98 there was one student. The highest percentage is 30% in the score range of 75 - 80 and 81 - 86, with as many as twenty students, and the lowest percentage is 2% in the score range of 93 - 98, which contains one student. The following describes the results of acquiring interpersonal intelligence scores for all high-grade students at Sahabat Alam Elementary School using diagrams.

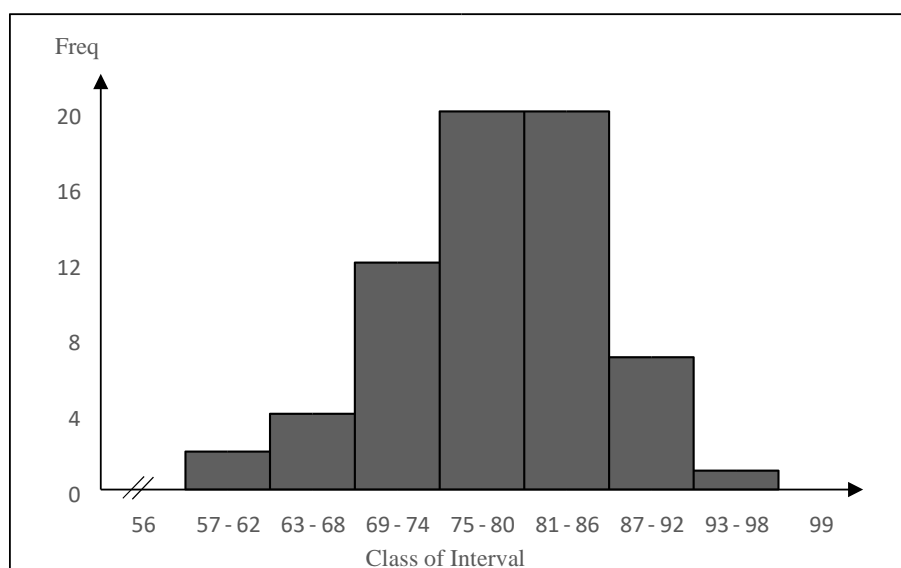


Chart 1. Interpersonal Intelligence of All High-Grade Students

Based on the diagram, it can be seen that in the interpersonal intelligence scores of all high-grade students at Sahabat Alam Elementary School, the lowest score range is 57 - 62 with a frequency of two students, while the highest score range is 93 - 98 with a frequency of one student.

Description of Male Student Interpersonal Intelligence

The first categorization is categorization based on male gender. Presentation of male student questionnaire data results using the Excel 2016 application. To determine the level of interpersonal intelligence of male students, totaling 35 people can be seen in the table below:

Table 3. Male Student Interpersonal Intelligence

Category	Interval	Frequency	Percentage
Low	$X < 50$	0	0%
Medium	$50 \leq X \leq 75$	20	57%
Height	$X > 75$	15	43%
Total		35	100%

Based on the calculation of the categorization in the table, it shows that most of the interpersonal intelligence of male students is in the medium category, which is 57% of as many as 20 people. Furthermore, 15 respondents are in the high category, which is 43%, and finally, in the low category, there are 0 respondents, which is 0%. The presentation of male students' interpersonal intelligence data can be presented in the form of a frequency distribution table as follows:

Table 4. Interpersonal Intelligence Frequency Distribution of Male Students

No	Class of Interval	Frequency		
		Absolute	Relative (%)	Cumulative
1	57 - 62	2	6	2
2	63 - 68	4	11	6
3	69 - 74	9	26	15
4	75 - 80	11	31	26
5	81 - 86	8	23	34
6	87 - 92	1	3	35
Total		35	100	

The data above shows that two students scored 57 - 62. Four students got a score of 63 - 68. Nine students got a score of 69 - 74. Eleven students get a score of 75 - 80. Eight

students got a score of 81 - 86. There is one student for students who earn a score of 87 - 92. The highest percentage is 31% in the score range of 75 - 80, with as many as eleven students, and the lowest percentage is 3% in the score range of 87 - 92 there is one student. The following describes the results of acquiring male students' interpersonal intelligence scores using diagrams.

Chart 2. Male Student Interpersonal Intelligence

Based on the diagram, it can be seen that male students' interpersonal intelligence score is the lowest score range of 57 – 62 with a frequency of two students, while the highest score range is 87 – 92 with a frequency of one student.

Description of Female Student Interpersonal Intelligence

The second categorization is categorization based on the female gender. Presentation of the female student questionnaire data results using the Excel 2016 application. To determine the level of interpersonal intelligence of female students, totaling 31 students can be seen in the table below:

Table 5. Female Student Interpersonal Intelligence

Category	Interval	Frequency	Percentage
Low	$X < 50$	0	0%
Medium	$50 \leq X \leq 75$	8	26%
Height	$X > 75$	23	74%
Total		31	100%

Based on the calculation of the categorization in the table, it shows that most of the interpersonal intelligence of female students is in the high category, which is 74% of as many as 23 people. Furthermore, eight respondents are in the medium category, which is 26%, and finally, in the low category, 0 respondents are in the 0% category. The presentation of female students' interpersonal intelligence data can be presented in the form of a frequency distribution table, as follows:

Table 6. Interpersonal Intelligence Frequency Distribution of Female Students

No	Class of Interval	Frequency		
		Absolute	Relative (%)	Cumulative
1	69 - 73	3	10	3
2	74 - 78	7	23	10

3	79 - 83	10	32	20
4	84 - 88	8	26	28
5	89 - 93	2	6	30
6	94 - 98	1	3	31
Total		35	100	

The data shows that three students get a score of 69 - 73. Seven students earned a score of 74 - 78. Ten students got a score of 79 - 83. Eight students got a score of 84 - 88. Two students get a score of 89 - 93. For students who earn a score of 94 - 98, there is one student. The highest percentage is 32% in the score range 79 - 83, with as many as ten students, and the lowest percentage is 3% in the score range 94 - 98, where there is one student. The following describes the results of acquiring female students' interpersonal intelligence scores using diagrams.

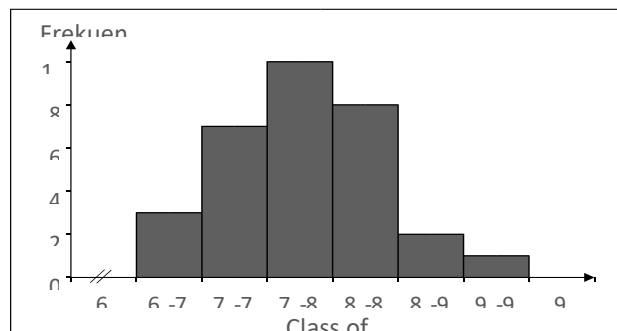


Chart 3. Female Student Interpersonal Intelligence

Based on the diagram, it can be seen that the score of interpersonal intelligence of female students is the lowest score range of 69 - 73 with a frequency of three students, while the highest score range is 94 - 98 with a frequency of one student as well.

Normality test

The distribution normality test was conducted to determine whether each research variable was normally distributed. The distribution normality test used the Shapiro-Wilk method assisted by the IBM SPSS Statistics 21 program with the condition that the probability significance was > 0.05.

Table 7. Normality Test

Gender		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Interpersonal Intelligence	Male	,122	35	,200*	,969	35	,408
	Female	,154	31	,060	,961	31	,311

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

a. Lilliefors Significance Correction

Based on the table, it can be explained that the significance value of interpersonal intelligence for male students is 0.408. For female students, it is 0.311 because the significance of the two variables is more significant than 0.05. It can be said that the two variables are normally distributed.

Homogeneity Test

The homogeneity test of students' interpersonal intelligence uses the Levene Statistic test with the help of the IBM SPSS Statistics 21 program. If the significance value is > 0.05 , it is said that the variance of the data or the data population group is proven to be the same (homogeneous).

Table 8. Homogeneity Test

Levene Statistic	df1	df2	Sig.
,228	1	64	,634

Based on the table, it can be explained that the significance value of interpersonal intelligence for male and female students is 0.634 because the significance result is more significant than 0.05. It can be said that the variance that is owned comes from the same population (homogeneous).

Hypothesis Test

Based on the normality and homogeneity tests that have been carried out, the statistics used in testing the hypothesis in this study are parametric statistics with the Independent Sample T Test test assisted by the IBM SPSS Statistics 21 program.

Table 9. Hypothesis Test Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean	
Student Interpersonal Intelligence	Male	35	38,86	3,663	,619
	Female	31	42,42	3,149	,566

Table 10. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,228	,634	-4,208	64	,000	-3,562	,846	-5,253	1,871
X									
Equal variances are not assumed.			-4,247	63,951	,000	-3,562	,839	-5,238	1,887

DISCUSSION

The calculations in the table show that the difference in interpersonal intelligence of male and female students has a t-count value of -4.208 with Sig. (2-tailed) 0.000. While the t table with df 64 is 1,998 (Susetyo, 2010). So that $t \text{ count} > t \text{ table}$ ($-4.208 > 1.998$) and $\text{Sig. (2-tailed)} < (0.00 < 0.05)$. The t count is greater than the t table because the negative sign (-) in front of the number does not mean the value is below 0. This sign is the direction of influence. So, the absolute value of t-count is taken, or the absolute value is 4.208. Thus, the study's conclusion is to reject the null hypothesis, which means there are differences in interpersonal intelligence between male and female students. It can be seen from the mean of each sample to prove which one is superior. Males have a mean of 38.86, while females have 42.42. That shows that women have superior interpersonal intelligence than male students.

It aligns with the research results by Aressa et al., who say there are differences in interpersonal communication between boys and girls. Where the boys' interpersonal communication is in the pretty good category (CB), and the girls are in the excellent category (B). The difference between the interpersonal communication of boys and girls can be seen from the average value of all existing indicators (Aressa et al., 2016). One indicator that influences this difference is the indicator of openness, with several aspects disclosed, such as the openness of children in conveying the activities carried out, general problems, learning problems, personal problems, and transparency of parents to communicate.

Susanto, et al. put forward another statement that there is a significant difference in the dominant multiple intelligences in FKUAIJ students who are male and female. In male respondents, the most common types of intelligence were kinesthetic, musical, and logical-mathematical. Meanwhile, in female respondents, it is known that the most common types of intelligence found are musical intelligence, interpersonal intelligence, and logical-mathematical intelligence (Iskandar, 2018; Susanto et al., 2014).

Based on the description, it shows that different genders can affect students' interpersonal intelligence. Based on the data from the questionnaire distributed by researchers, it can be concluded that there are differences in interpersonal intelligence between male and female students in elementary school. The primary outcomes of this study validate what has been shown in prior research, indicating that gender disparities impact interpersonal intelligence among elementary school students (Nulhakim & Berlian, 2020). The distinction lies in that the former study was derived from research conducted within experimental class groups, whereas this study is characterized by descriptive quantitative analysis employing survey methodologies.

CONCLUSION

Interpersonal intelligence is understanding other people by understanding what motivates them, how they work, and how they cooperate. The difference in intelligence is influenced by gender. This study proves differences in interpersonal intelligence between boys and girls. The results showed that the interpersonal intelligence of high-class female students at Sahabat Alam Elementary School was in the high category, with an average interpersonal intelligence of 81.71, compared to the interpersonal intelligence of high-class male students at Sahabat Alam Elementary School in the medium category, with an average interpersonal intelligence of 74.74. The results of descriptive analysis state a difference in the average interpersonal intelligence of male and high-class female students at Sahabat Alam Elementary School. While in significance, there is a difference because of the value of Sig. (2-tailed) $< \alpha$ or $0.00 < 0.05$. As for the results of hypothesis testing, gender influences the interpersonal intelligence of high-grade students at Sahabat Alam Elementary School. If you look at the t table with df 64 at the 5% significance level, it is 1.998, so the resulting t-count is 4.208. It turns out that the t-count value is greater than the t-table. It means that gender affects interpersonal intelligence; therefore, H₀ is rejected, and H₁ is accepted. Thus, there are differences in the interpersonal intelligence of male and female high school students at Sahabat Alam Elementary School.

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