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THE RELATIONSHIP OF INTELLIGENCE QUOTIENT (IQ) WITH SOCIAL PERSONAL DEVELOPMENT OF PRE-SCHOOL CHILDREN

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ABSTRACT

Personal development of social maturity is an achievement in social relations. Value of Intelligence Quotient describes individual differences in children, and their personal also varies according to social variations in terms of their ability to think. The purpose of this study was to determine the relationship of Intelligence Quotient (IQ) with personal social development in preschool children. This was a correlation study with cross sectional approach. There were 28 respondents were recruited by simple random sampling. Data were collected by using observation sheet, were analyzed statically by using Spearman's Rho Correlation Test. Results of Spearman's Rho Correlation Test showed $\rho = 0.002$ ($\rho \leq 0.05$) H_0 was rejected. It indicated that there was a relationship between Intelligence Quotient and personal social development in preschool-aged children in kindergarten Bi'rul Ulum Gemurung Village District Subdistrict Gedangan Sidoarjo. The study showed that an IQ level has an important role in child development. It is recommended for the schools to work with parents toward IQ tests in the examination of social and personal development of children.

Keywords: Quotient Intelligence (IQ) and social personal development

Introduction.

Intelligence is a characteristic of a person obtained through reasoning that is generally defined as an ability to take advantage for an experience, gain knowledge, think abstractly, act on reason, or to adapt to changes that occur in the environment. Basically, the theory of Thorndike declares that intelligence composed of various specific ability that is displayed in the form of intelligent behavior. Thorndike's theory is based on research evidence and classified into three forms, namely (a) The ability of abstraction that is an ability to work with using the ideas and symbols, (b) mechanical ability is an ability to work with the use of mechanical devices and capabilities

to do work that requires a sense of motion activities, and (c) social skills is an ability to deal with other people in an effective manner (Anwar S, 2011:11). Social development is an achievement of maturity in social relations. It can also be defined as the process of learning to adjust the group of norms, morals, and traditions, merged into a unified and communicate and work together with the ability to interact with its environment. Social development in children continues to grow along with the development of social skills (Sumanto, 2014: 38)

Assessment of Quotient Intelligence (IQ) is to measure the child's ability to be a concern for parents and the school. From

observations obtained in Bi'ru'Ulum Kindergarten Gemurung Village Gedangan, Sidoarjo since 2009 to 2013, there was no IQ tests on students and found also some students in Bi'ru'Ulum Kindergarten Gemurung Village Gedangan, Sidoarjo experienced delays in social development as in interacting with their peers by measuring devices DDST (Denver Development Screening Test). Results of several studies in Indonesia detected developmental disorders in preschool children reached 12.8% to 28.5% (Sinto, et al, 2008). Dimas Aji Laksono (2008) showed that a 30% of children experienced delays in the development of social personal is due to the children still ask their mother to wait them at school, while research of Ridwan Fatoni in kindergarten PDHI Yogyakarta in 2010 reached 48.4%, which the data showed an increase of the personal development of the social problems of children annually. Facts obtained in Bi'ru'Ulum Kindergarten Gemurung Village Gedangan, Sidoarjo found that 4 of 10 students experienced delays of their social personal in interacting with their peers because they were less communicative interaction, and felt shy when communicating.

Optimal development of children at early age will be determinant in the next step of growth and development, especially at the age of three to five years, beside motoric and personal social development. According to Elizabeth B. Hurlock (1997), both internal and external factors can affect the speed and character or quality of the development. But the extent of influence of each factor is difficult to

find. The factors that influence the development include: (1) intelligence, is an important factor in development. High intelligence is accompanied by rapid development, otherwise if the intelligence is low, then the child will be retarded in growth and development. Based on the research results of Terman LM (Genetic Studies of Genius) and Mead TD (The Age of Walking and Talking in Relation to General Intelligence) proved that the influence of intelligence on the speed of development of children, especially in the development. (2) Gender, developmental differences between men and women do not seem clear. The real difference is in the speed of physical growth. (3) Glands, (4) Nationality, (5) a position in the family, (6) food, (7) injuries and illnesses, (8) weather and light, and (9) cultures (Sumanto, 2014: 58).

Development of social personal begins along with the growth and development of children in accordance with the step of his age. Early detection by parents and related parties must be carried out to determine the personal development of children and their social disturbances are included in this test Quotient Intelligence (IQ), because the Quotient Intelligence (IQ) can see the child ability in terms of thinking or cognition. The role of nurses instead of providing knowledge to parents and teachers about the stages of child development to provide a stimulus to the development, nurses also cooperate with health workers to do a health check of children including child development in terms of personal social, motoric and language. Early detection is expected

to provide preventive measures and early treatment in order to avoid permanent disorders in social personal development of children. Therefore, it is necessary to study about the relationship between the levels of Quotient Intelligence (IQ) with the development of social personal on pre-school age children in Bi'ru'Ulum Kindergarten Gemurungvillage Gedangan Sidoarjo.

Literature Review.

Lewis Madison Terman 1916 defines intelligence as a person's ability to think abstractly, while H. H. Goddard in 1946 defines intelligence as the ability of a person's experience level to resolve problems directly encountered and to anticipate the problems that will come in the future (Anwar S, 2011: 5).

Intelligence is a characteristic in a person through reasoning which is generally defined as an ability to take advantage for an experience, gain knowledge, think abstractly, act on reason, or adapt to change that occurs in the environment (Weade, 2008: 26).

Intelligence people to one another tend to vary. This is due to several factors that influence it. The factors affecting intelligence are as (Djaali, 2011: 74): 1) Congenital Factor, 2) Interest and Innate Factors, 3) Formation Factor, 4) Maturity Factor, and 5) Freedom Factor. These five factors are interrelated to one another. So, it can determine a person's intelligence, but cannot only be guided by one of these factors.

¹ Yusuf S (2010: 122) stated that social development is an achievement of maturity in social relations. Social development can also be defined as the process of learning to adapt to the group norms,

morals and traditions; merged into a single unit and communicate and work together.

Social development of children are influenced by several factors, such as: 1) Family, 2) Maturity, 3) Socio-Economic Status, 4) Education, 5) Mental Capacity: Emotions and Intelligence. Therefore, if some people have a balance development, it will determine the success of the social development of children.

Methodology.

² This was a correlation study with cross sectional approach. Cross-sectional is a research to study the dynamics of the correlation between risk factors with effects by approach, observation or collection of data at a time (point time approach), which means that each subject of study only observed once and measurements performed on status character or variable subject at the time of inspection.

In this research, independent variable was the level of Quotient Intelligence (IQ) at the Pre-school age children, and the dependent variable was the rate of Quotient Intelligence (IQ) of Pre-school children.

Data were collected from respondents and analyzed by using statistical test of Spearman's Rank Correlation. Level of probability test showed $p = 0.002$ ($p \leq 0.05$). H_0 was rejected, which meant there was a relationship between Quotient Intelligence (IQ) and the development of social personal of pre-school children

Results and Discussion

The results showed from data of 24 children, there were 11 children who had quotient

intelligence under the average (39.3%) had a normal value of social and personal development, and 3 children (12.5%) had a personal social development with a warning or suspicious.

Thorndike's theory classified intelligence capabilities into three forms, namely (a) the ability of abstraction that is an ability to work with using the ideas and symbols, (b) the ability of Mechanic is an ability to work using mechanical devices and the ability to do a job that requires activity of senses-motion (motor sensor), and (c) the ability of Social, an ability to deal with others around themselves in an effective way (Anwar S, 2011: 16).

Inter-personal intelligence is used in communication, mutual understanding, and interacts with others. People who are high inter-personal intelligence are those who pay attention to the difference between the others, and can carefully observe the temperament, mood, motives and their intentions (Anwar S, 2011: 43).

From research conducted by researchers, there was a relationship between IQ level and development of

social personal pre-school age children. IQ associated with the development of a child's social personal, because what children hear, see will add biodiversity in environmental science with increasing age of the children. In regards, children often ask questions and talk to find out what they see and hear, the development of social personal will increase with increasing knowledge that they can and see where the development of the science related to the intellectual development can be measured by IQ tests.

Education programs in Bi'rul Ulum Kindergarten Gemurung village Gedangan Sidoarjo strongly support the development of children both cognitive and interactive. Everyday children pray together and sing in the beginning and end of the learning process. This capability will increase the child's social personal. More over, teachers always encourage children to play in order to increase the child's social personal ability.

Table of The Level Of Intelligence Quotion (IQ) for Pre-School Children at Bi'rul Ulum Kindergarten Gemurung village Gedangan Sidoarjo

Table 1 Quotion Intelligence level (IQ) for Pre-School children in Bi'rul Ulum kindergarten Gemurung village Gedangan Sidoarjo in May to June 2014 (n = 28)

No	The level of Intelligence Quotion (IQ)	Frequency	Percentage (%)
1	Below Average	0	0
2	Average	0	0
3	Retarded to learn	3	10,7
4	Under average	11	39,3
5	Average	4	14,3
6	Upper average	5	17,9
7	Over average	5	17,9
8	Superior	0	0
9	Very superior	0	0
10	Genius	0	0
Sum		28	100

From table 1, the majority of data obtained from 28 children showed that 11 children (39.3%) had below average of IQ, 4 children (14.3%) had average of IQ, 5 children (17.9%) had over average of IQ, and 5 children (17.9%) had above-average, and 3 children (10.7%) were retarded to learn.

There were no children have an IQ at levels below average, border, superior, very superior and genius

Social Personal development of Pre-School Children in Bi'rul Ulum kindergarten Gemurung village subdistrict of Sidoarjo regency Gedangan

Table 2 Social personal development (IQ) for Pre-School children in Bi'rul Ulum kindergarten Gemurung village Gedangan Sidoarjo in May to June 2014 (n = 28)

No	Social development	Frequency	Percentage (%)
1	No Opportunity	0	0
2	Retardation	0	0
3	Caution	3	10,7
4	Normal	24	85,7
5	Over	1	3,6
Sum		28	100

Table 2 found that personal social development of Pre-School children in kindergarten of Bi'rul Ulum Gemurung Gedangan Sidoarjo showed that 24 children (85.7%) were in normal social development, 3 children (10.7%) was caution, and 1

children (3.6%) had over social personal development.

The relationship between the level of Quotion Intelligence (IQ) with the Social Personal Development in Pre-School of Bi'rul Ulum Kindergarten Gemurung of Gedangan Sidoarjo

Table 3 The relationship between the level of *Intelligence Quotient (IQ)* with the Social personal development (IQ) for Pre-School in Bi'rul Ulum kindergarten Gemurung Gedangan Sidoarjo in May to June 2014 (n = 28)

The Level Intelligence Quotient (IQ)	Social personal development						Sum	
	Warning		Normal		Over		Σ	%
	F	%	F	%	F	%		
Below Average	1	33,3	2	8,3	0	0	3	100%
Under average	2	66,9	9	37,5	0	0	11	100%
Average	0	0	4	16,7	0	0	4	100%
Upper average	0	0	5	20,8	0	0	5	100%
Over average	0	0	4	16,7	1	100	5	100%
Total	3	100	24	100	1	100	28	100%

Spearman Rho Correlation $\rho = 0,002$

Table 3 showed that from 28 students of kindergarten Bi'rul Ulum in Gemurung Gedangan Sidoarjo, there were 3 children (10.7%) were in slow learning, 1 child (33.3%) had development of social personal warning, 2 children (8, 3%) had normal social personal development.

While, on average IQ results, it showed that 11 children (39.3%) were in below average, 2 children (66.9%) had development of social personal warning, 9 children (37.5%) had normal social personal development.

On average IQ results, It found that in the average of 4 children (14.3%), there were 4 children (14.3%) had normal personal development. While in the average of IQ results in 5 children (17.9%), there were 5 children (20.8%) had normal social personal development. On the results of an IQ above with average of 5 children (17.9%), there were 4 children (16.7%) had personal development of normal social, and 1 child (100%) over social personal development.

Results of statistical test of Spearman Rho correlation showed ρ

$= 0,002$ ($\rho \leq 0.05$), H_0 was rejected. So, there was a relationship between levels of quotient intelligence (IQ) with the development of social personal pre-schoolage children in kindergarten Bi'rul Ulum Gemurung Village District of Gedangan Sidoarjo. This proves that the higher value of quotient intelligence will make better personal social development of child.

Conclusion and Recommendation

Based on this research, it can be concluded as follows:

1. Quotion Intelligence levels (IQ) at pre-schoolage children in Bi'rul Ulum kindergarten Gemurung Village Gedangan Sidoarjo were mostly at level of below average.
2. Social personal development in children age pre-school in Bi'rul Ulum kindergarten Gemurung Village Gedangan Sidoarjo were mostly normal.
3. There was relationship between Quotion Intelligence (IQ) and social personal development in children aged pre-school in Bi'rul Ulum kindergarten Gemurung Village Gedangan Sidoarjo.

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