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Original Article

Social adjustments reviewed from the social intelligence of final-year students

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Abstract: This study aims to determine the effect of social intelligence on the social adjustment of final-year students of the D4 Mechanical Engineering Program at the Pontianak State Polytechnic. The hypothesis in this study is that there is a significant effect between social intelligence and social adjustment of final-year students. Respondents in this study were 49 final-year students of the D4 Mechanical Engineering Study Program at the Pontianak State Polytechnic. The data collection tool uses a social adjustment scale and a social intelligence scale—data analysis using a simple linear regression technique with the help of SPSS 22.00 for the Windows program. The results of this study indicate that there is a very significant positive effect between social adjustment and social intelligence, which has a correlation coefficient $(r) = 0.851$ and $p = 0.00$ $(p < 0.001)$. The higher the level of social intelligence, the higher the social adjustment of final-year students. On the other hand, the lower the level of social intelligence, the lower the social adjustment. Social intelligence affects social adjustment by $(r2) = 72.5\%$.

Keywords: Final-Year Students, Social Adjustment, Social Intelligence

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kecerdasan sosial terhadap penyesuaian sosial mahasiswa tingkat akhir Program Studi D4 Teknik Mesin Politeknik Negeri Pontianak. Hipotesis dalam penelitian ini adalah ada pengaruh yang signifikan antara kecerdasan sosial dengan penyesuaian sosial mahasiswa tingkat akhir. Responden dalam penelitian ini berjumlah 49 mahasiswa tingkat akhir Program Studi D4 Teknik Mesin Politeknik Negeri Pontianak. Alat pengumpulan data menggunakan skala penyesuaian sosial dan skala kecerdasan sosial. Analisis data dengan menggunakan teknik regresi linear sederhana dengan bantuan program SPSS 22.00 for Windows. Hasil penelitian ini menunjukkan ada pengaruh positif yang sangat signifikan antara penyesuaian sosial dengan kecerdasan sosial, yang memiliki koefisien korelasi $(r) = 0,851$ dan $p = 0,00$ $(p < 0,001)$. Semakin tinggi tingkat kecerdasan sosial maka semakin tinggi pula penyesuaian sosial mahasiswa tingkat akhir. Sebaliknya jika semakin rendah tingkat kecerdasan sosial maka semakin rendah pula penyesuaian sosialnya. Kecerdasan sosial mempengaruhi penyesuaian sosial sebesar $(r2) = 72,5\%$.

Kata Kunci: Kecerdasan Sosial, Mahasiswa Tingkat Akhir, Penyesuaian Sosial

Introductions

The era of disruption requires that every individual can adjust themselves quickly, both to the physical and social environment. Adjustment to the social environment is also called the social adjustment (Moses, 2005). Furthermore, Schneiders (1964) states that social adjustment is a significant ability to interact effectively and thoroughly with existing social realities, situations, and social realities for the needs of social life to be met acceptably and satisfactorily.

A final-year student is someone who will enter the advanced phase and will undoubtedly experience several problems, including a challenging situation in facing the final project. This

situation requires them to be able to make adjustments phase smoothly. The Diploma 4 Mechanical Engineering study program has graduated three students with the following details.

Table 1. of Graduation Percentage of Mechanical Engineering D4 Students

No	Force	Number of Students	Number of Graduates	% of Graduation
1	2014	19	19	100 %
2	2015	25	13	52%
3	2016	46	28	82%

Source: Department of Mechanical Engineering, 2021

The data above illustrates that the graduation rate of students in the D4 Mechanical Engineering Study Program at the Pontianak State Polytechnic is still not optimal due to students' difficulty in adjusting to the social environment on campus. The difficulty of realizing suitable social adjustments seems inseparable from various factors. Factors that influence social adjustment include personality, intelligence, parenting, and intellectual, emotional, social, and moral maturity (Fuhrmann, 1990; Hartono & Sunarto, 2013). Goleman (2015), reformulating what is meant by intelligence, also states that intelligence is related to human relations, namely Social Intelligence. Goleman (2015) believes that social intelligence is a cognitive and non-cognitive ability in interpersonal relationships or social relationships.

Hasneli and Ulfa (2017), in their research, revealed that emotional intelligence affects social adjustment. Akbar, et al (2021), in their research revealed that emotional intelligence affects social adjustment. Previous studies find that intelligence, in general, affects social adjustment. In his most recent book (2015), Goleman explains that social intelligence can influence a person's social adjustment. It is necessary to carry out a research study on the importance of social intelligence on the social adjustment of final-year students of the d4 mechanical engineering study program at the Pontianak State Polytechnic.

Method

This study is a census study. This research was conducted on final-year students of the D4 Mechanical Engineering Study Program at the Pontianak State Polytechnic. The population in this study was 49 students. The census consisted of 104 items and it was filling process is estimated to take about 25 minutes. Further, the scale was delivered using Google Form to spread the online form to students. The number of respondents in this study was 49 students. The instruments used in this study were two scales, namely The Social Intelligence Scale and the Social Adjustments Scale. The scale used to measure social adjustment is modified from Hidayah(2009) and based on Schneiders' theory of social adjustment (1964) consists of three aspects which include adjustment to home and family, adjustment to school, and adjustment to society. Social intelligence will be measured by a social intelligence scale based on the theory expressed by Goleman (2007) which reveals two dimensions, namely Social Awareness which includes Primal Empathy, Attunement, Empathic Accuracy, Social Cognition and social facility which include Synchrony, Self-presentation, Influence, Concern. Two statistical analysis techniques were used in this study. First, to test the assumption, we used the normality test, linearity test, and heteroscedasticity test. The second analysis used in this study was a simple regression analysis used to perform a hypothesis test

Result and Discussions

The categorization in this study is divided into three categorizations, namely high, medium, and low, while the categories given for social adjustment variables and social intelligence are as follows:

Categorization of social adjustment scores

The social adjustment score is categorized into three categories: Good, Medium, and Bad. Based on the calculation results, data was obtained that 73.5% (36 people) belonged to good categorization, 22.4% (11 people) classified as moderate categorization, and 4.1% (2 people) classified as bad categorization. The details of the categorization are as follows:

Table 2 Categorization of Social Adjustment Scale Scores

No	Shoes	Categorization	Number of Subjects	Presented
1	189- 237	Good	36	73,5%
2	142- 188	Keep	11	22, %
3	94-141	Bad	2	4,1%
		Sum	49	100

Categorization of social intelligence scores

Social intelligence scores are categorized into three categories, namely good, medium, and bad. Based on the calculation results, data were obtained that 51.0% (25 people) belonged to good categorization, 44.9% (22 people) classified as moderate categorization, and 4.1% (2 people) classified as bad categorization. The details of the categorization are as follows:

Table 3 Categorization of Social Intelligence Scale Scores

No	Shoes	Categorization	Number of Subjects	Presented
1	147-192	Good	25	51,0%
2	99- 146	Keep	22	44,9 %
3	51- 98	Bad	2	4,1%
	Sum		84	100

Hypothesis Test

The classical assumption test process is carried out before data analysis with linear regression. This classical assumption test is a prerequisite for using data with linear regression. The classical assumption test includes the classical assumption test of normality, the classical assumption test of heteroscedasticity, the classical assumption test of autocorrelation, and the classical assumption test of multicollinearity. The first stage in the classical assumption test is the normality test by looking at the normal probability plots. Data is declared normally distributed if the lines (dots) follow the diagonal line. Based on the normal probability plots in Figure 1, it can be concluded that the data in this study are normally distributed.
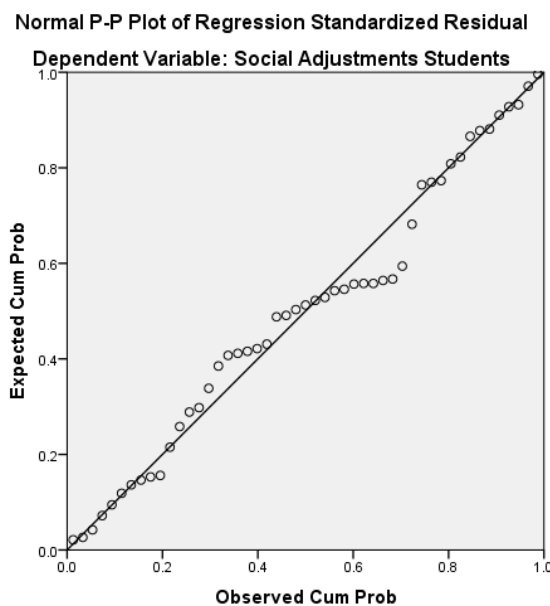

Figure 1. Normal Probability Plots

The second stage in the classical assumption test is the heteroscedasticity test by observing the image scatterplot. Based on the observation in Figure 2, it can be seen that there are points that spread below and above the Y-axis and do not have a regular pattern. Thus, it can be concluded that between the independent variables, there is no heteroscedasticity or homoscedasticity.
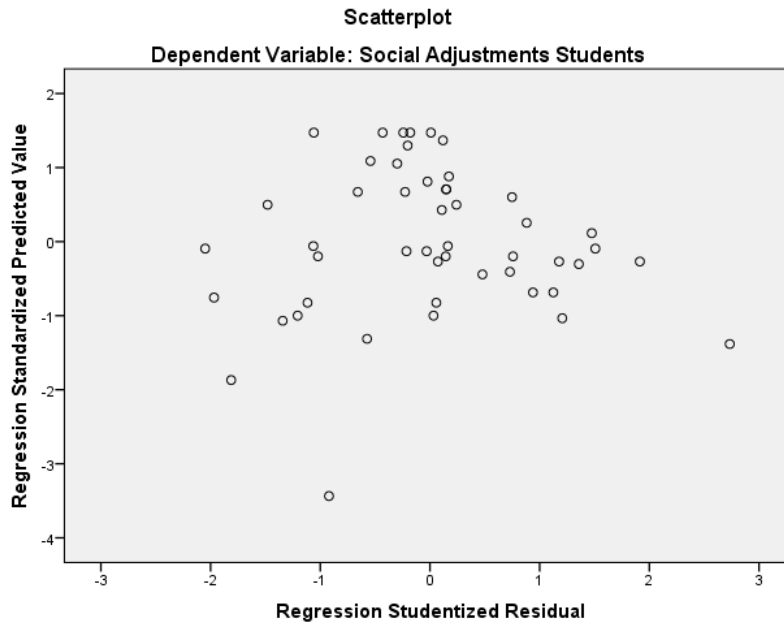

Figure 2 Scatterplot

The third stage in the classical assumption test is the autocorrelation test by observing the results of the Durbin-Watson Test. Based on the observation of table 2, it can be seen that the results of the Durbin-Watson Test are 2.126. This value is greater than the value of the table Durbin-Watson Test, which is 1.45. Therefore, there is no autocorrelation in the residuals in this research data.

Table 4 Autocorrelation Test Result

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.851[a]	.725	.719	16.478	2.126

a. Predictors: (Constant), Social Intelligence Students

b. Dependent Variable: Social Adjustments Students

The fourth stage in the classical assumption test is the multicollinearity test by observing the VIF value. The magnitude of the value tolerance (a) used is 10 percent, so the VIF is 10, the calculation results show that each independent variable has a VIF value of less than 10, so it can be concluded that there is no multicollinearity between independent variables.

Table 5 Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	60.018	12.616		4.757	.000		
	Kecerdasan Sosial Mahasiswa	.921	.083	.851	11.126	.000	1.000	1.000

a. Dependent Variable: Social Adjustments Students

After testing classical assumptions (normality, heteroscedasticity, autocorrelation, and multicollinearity tests) is fulfilled, the next stage is to carry out a process of analyzing research results that are useful for correlating between social adjustment variables and social intelligence. Hypothesis testing uses a simple linear regression technique to determine whether there is an influence between social adjustment variables and social intelligence.

Table 6 Regression Analysis Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851[a]	.725	.719	16.478

a. Predictors: (Constant), Social Intelligence Students

b. Dependent Variable: Social Adjustments Students

Based on the statistical calculations obtained a rxy value of 0.851 with p = 0.000 (p < 0.01), it gives an idea that there is a positive and very significant influence between the social adjustment variable and social intelligence so that the hypothesis proposed by the researcher is accepted. From the results of the data analysis, it is explained that the proxy correlation coefficient number is 0.851 with a chance of error p = 0.000 (p < 0.01), with the figure proving that there is a positive and very significant influence between social adjustment and social intelligence. The results of the data analysis also prove that the hypothesis proposed by the researcher is accepted, namely that there is an influence, and the influence that occurs is a positive influence between social adjustment and social intelligence. The higher the social intelligence, the higher the social adjustment. Conversely, the lower the social intelligence, the lower the social adjustment.

The probability (p) in this study is 0.000, which explains that the odds of error in this study are less than 1% and are almost close to 0. In this study, p < 0.01 showed that social intelligence variables had a very significant influence on the social adjustment of final-year students.The acceptance of the hypothesis in this study shows that social intelligence is considered to influence social adjustment. The location of the influence is that the presence of good social intelligence allows an exemplary process of social adjustment to occur as well. Goleman explains (2015) that intelligence related to the potential ability to learn social skills and relate to others is translated as social intelligence (social intelligence). The information above shows that social intelligence can influence the process of human social adjustment.

According to Goleman (2015), the dimension of social intelligence is (1) basic empathy is feelings with others; feeling nonverbal cues; (2) alignment is listening with complete receptivity; self-effacing oneself in a person; (3) chemical accuracy in understanding the thoughts, feelings, and intentions of others; (4) the social sense is to know how the social world works; (5) synchrony is interacting seamlessly at a nonverbal level; (6) self-presentation is to present yourself effectively; (7) influence in shaping the results of social interaction; (8) caring is caring about the needs of others and taking actions that are appropriate to it. If this potential

can be applied in life, then the eight dimensions of social adjustment can achieve a high/good level.

The above statement shows how social intelligence has a vital role in the process of human social adjustment; this is not as it has been known that what affects social adjustment is IQ because, in IQ, the human potential is related to interaction relationships between humans, is solely a tiny part of IQ. In contrast, in social intelligence, the potential is the central part. This study's results align with the theory put forward by Goleman (2015), which states that emotional intelligence and social intelligence can affect social adjustment. The results of this study strengthen the research conducted by Hasneli and Ulfa (2017) and Akbar, et al (20210) which state that social intelligence can affect students' social adjustment. The practical contribution of social intelligence to social adjustment can be seen from the coefficient of determination (r^2) of 0.725, meaning that social intelligence contributes 72.5% to the social adjustment of final-year students, and other factors influence the remaining 27.5% of self-adjustment—for example, personality, parenting, self-concept, and gender.

Conclusions

Based on the study results, it can be concluded that there is a positive and significant influence between social adjustment and the social intelligence of final-year students of the D4 Mechanical Engineering Study Program at the Pontianak State Polytechnic. This means that the better the social intelligence of final-year students, the better their self-adjustment. This means the hypothesis proposed a positive and significant correlation between social intelligence and the self-adjustment of final-year students is accepted.

Suggestions in this study include the following: For the final-year students, they should improve their self-adjustment ability. One of the ways that to maximize the potential of social intelligence further is by processing basic empathy, the ability to listen, the ability to empathize appropriately, knowing how the social world works, the ability to interact at a non-verbal level, the ability to present oneself effectively, the ability to shape the results of social interaction, and know the needs of others. As for the following researchers interested in conducting this study with the same theme, it is recommended to consider and control other factors that contribute to social adjustments (Social Adjustment), such as personality, parenting, self-concept, and gender. In addition, researchers can then consider the free variables used in this study to be associated with other variables, improve and refine the free variable measuring instruments and reproduce supporting theories. Furthermore, researchers can also conduct experimental research in training to warn social intelligence to face social adjustment problems.

Acknowledgement

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Competing interests:
The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.