Development of Social Intelligence Test (Prototype) for High School Student In Ambonese City

Paul Arjanto1, Neleke Huliselan2
1Pattimura University, 2Pattimura University
*Corresponding author, e-mail: paul.arjanto@fkip.unpatti.ac.id

Abstract
Tests in Guidance and Counseling is one instrument that can be used to measure the psychological aspects of students. Measurement of social intelligence on high school students are not available. Social intelligence is the ability to understand and act wisely in relationships with others. Development of social intelligence tests consists of the following steps: defines the test, determine the method of measurement, and constructing items test. Social intelligence test is divided into two main component, namely: social awareness and social facilities. Social awareness, including: primal empathy, listening, empathic accuracy, social cognition; Social facilities, including: synchrony, self-presentation, influence, concern.

Keywords: Development; Test; Social intelligence.

Introduction
Tests in Guidance and Counseling is one instrument that can be used to measure the psychological aspects of students. There are several types of psychological tests used by the counselor to determine the ability of learners such as: test of intelligence to measure the intelligence of learners, the aptitude test to measure talent of students, test of personality to measure aspects of personality of students, test of creativity to measure the creativity of learners and various other test instruments. From a variety of psychological tests that, Cronbach (1990: 37) grouping tests into two categories: 1) tests of maximum performance is the group of psychological tests used to measure the maximum capability of the subject such as intelligence (mental ability general) and talent (special mental abilities), 2) measures of typical response is a group of psychological tests used to measure the willingness of subjects such as interests and personality.

Such psychological tests are administered by Counselors to learners for a particular purpose. Drummond and Jones (2010: 3) states that the purpose of the measurements made in the field of Guidance and Counseling include: 1) screening of learners who are at high risk have a specific problem, 2) identify and diagnose the problem, symptom or disorder experienced by counselee, 3) planning the intervention to be provided to the counselee so as to provide more effective results, 4) evaluating the progress and outcomes of counseling guidance programs or services provided by the counselor.

Reality on the ground shows that educators including counselors more use psychological test with the aim to measure scholastic ability in academic areas such as: the ability of general intelligence, numerical ability, verbal ability, spatial ability, perceptual ability, the ability of reasoning, mechanical ability, memory skills, clerical ability, creativity ability, speed of work, accuracy, endurance, interest, and so forth. Counselors tend to ignore measurements of the learner's social ability such as: basic empathy skills, the ability to align themselves with others, the empathic accuracy of learners, social cognition skills, the ability to synchronize with others, the ability to present themselves to others well, Influencing others and concerns of learners towards friends, teachers, parents and others around. The lack of attention of Counselors to the social ability of learners has an impact on the preparation of Guidance and Counseling programs that do not address the social needs of students, thus causing low acceptance of Guidance and Counseling services. Furthermore, the counselor will find it difficult to be accountable implementation of guidance and counseling services to related parties, such as: the principal, teachers, parents and others. Counselors can use measurements of students' social skills to identify symptoms that can lead to negative behavior of learners such as smoking, drinking, using drugs, having sex free and even committing suicide. Joiner (2005: 5) states that social problems and interpersonal relationships play a role in negative behavior. Based on social-interpersonal theory, individuals perform negative behaviors or behaviors that harm themselves
when perceiving themselves as a burden or disappointment for others and loss of ownership with others (Miller et al., 2011: 321).

The educational trend in Indonesia prioritizes academic aspects or matters involving intellectual development. Teachers lack sufficient attention and time to pay attention to aspects of personal social development of their students, as more teachers are required to complete teaching materials and achieve the target curriculum (Handarini, 2000). This is due to the lack of understanding of educators on the social ability of learners to achieve optimal development. The optimal development of learners is in the fourth paragraph of the Preamble of the 1945 Constitution which is "educating the life of the nation" derivatively has been translated into Article 3 of Law Number 20 Year 2003 on National Education System. The National Education System Law which formulates the function and objectives of national education is that "national education functions to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, and aims for the development of potential learners to become human beings who believe and fear God Glorious, noble, healthy, knowledgeable, creative, independent and a democratic and responsible citizen ". The 1945 Constitution and Law No. 20 on 2003 mandate intelligence in a broad sense, not only intellectually intelligent, but also emotionally, socially and socially and others that are applied in the life of society, nation and state.

The process of education is expected to form intellectual and emotional fundamental skills toward nature and fellow human beings. Dewey (1909: 43) states that education should be a social process. Individuals who will get education, are in social life that can not be separated with the individual. The individual is referred to as a social individual or individuals whose social berkehidupan. In this connection, Ki Hajar Dewantara (in Umar, 2008: 53) states that education is an effort to promote the development of manners (mind power), mind (intellect) and the body of children, so that they can advance the perfection of life, that is life And the livelihood of children, in harmony with nature and society. Therefore, the educational process is expected to form an Indonesian man who is not only proficient intellectually, but also proficient socially.

Social intelligence is a very important social skill or skill for learners. Thorndike (1920: 227) states that social intelligence is the ability to understand and act wisely in relationships with others. Furthermore, Gardner (1999: 43) mentions social intelligence as interpersonal intelligence is the ability of individuals in dealing with others. Another expert, Goleman (2006: 83) states that social intelligence is not only in the cognitive domain but also in the non-cognitive sphere. According to Goleman, the human brain itself consists of various abilities, including non-cognitive abilities such as: basic empathy, synchrony and caring which is an extraordinarily adaptive aspect of the social "repertoire" of humanity to survive. Social intelligence is required by learners to achieve optimal development, when compared with academic intelligence. Results of previous studies proving that intelligence contributes only at most 20% of the success of one's life and 80% rely on other intelligence, where one of them is social intelligence, known as social intelligence (Goleman, 1995: 9). Research conducted by the Center for Creative Leadership in Greensboro, North Carolina comparing 21 executives failed with 20 executives who managed to occupy the top of the organization. Morgan McCall and Michael Lombardo (in Safari, 2005: 14) state that these failing executives are actually smart people, experts in their respective fields, hardworking people and expected to move quickly, but before them To the top of the organization, they are dismissed or forced to retire / resign. Why did these executives fail to reach the pinnacle of his achievements? From the results of this study found that most executives who fail, not because they are not experts in the field, but because they do not have the skills to build relationships with others.

Based on the results of the above research then, the counselor needs to prepare learners who will enter a more complex social world. Students who are in adolescence are required to be able to build rapport with the opposite sex, take the role of community members, and take social responsibility (Hurlock, 1968: 15). Therefore, low adolescent social competence in relation with others will have negative impact for adolescent in social adjustment. Social adjustment that bad can deliver a teenager on the results of the development of undesirable / desirable (unwelcome developmental outcomes), such as anti-social behavior, was expelled from school (dropping out of school), and behavior psychopathology (Petrides, 2011: 349). More specifically, teens who have low social intelligence, will experience many obstacles in socializing. As a result, adolescents are socially excluded and create interpersonal conflicts that can prevent adolescents from developing their social worlds maturely. Teenagers will experience loneliness, feel worthless and isolate themselves. In the end, teenagers easily become depressed and lose meaningfulness of life.
Teenagers who have high social intelligence will be able to undergo effective communication with others, able to empathize well, able to develop harmonious relationships with others, so as to quickly understand the temperament, nature and personality of others, able to understand the mood, the motive And the intentions of others. All these abilities will help teenagers to interact with others. According to Petrides (2011: 349) if the ability of adolescents in relating to other people is good, then in adolescents will be formed pro-social behavior and satisfaction in social relations. Teens need the ability to build relationships, create new relationships and maintain good relationships with relationships. The ability to build relationships with others is critical to success in many areas. The ability of adolescents in building relationships with others can be known by measuring the adolescent's social intelligence. Measurement of social ability is very important. The measurement results can be used to understand the self (self-understanding) is better, to prevent anti-social behavior.

The social ability of learners can be measured or known by using social intelligence tests. However, psychological tests to measure the social aspects of learners are not yet available. This can lead to a low understanding of the social aspects found in learners. Adolescents who are less able to understand themselves will have difficulty in social adjustment and failure in dealing with others, so it can lead to anti-social behavior. The anti-social behavior of adolescents can be: intolerance, opposition to suggestions, lack of appreciation and love for others, refusing to adapt to social standards in dress, speech and behavior (Hurlock 1973: 12). Low understanding of social aspects can hinder the socialization process in adolescence. The process of socialization in adolescence is more difficult when compared with childhood, because adolescents are required to establish more mature social relationships. Teens have three types of socialization process: 1) social, young people's behavior in accordance with the standards of the group as well as having the satisfaction in social relations, 2) unsocial, failure teenagers to conform to social criteria, due to ignorance of the expectations of social, 3) antisocial , Adolescents do not adapt to social expectations for one reason or another (Hurlock, 1973: 69).

Educators can use psychological tests to help adolescents understand themselves, so that adolescents can develop optimal social competence. Social competence is a skill in dealing with others in social situations and has an important role in adolescent social adjustment. Teens need to understand the social intelligence possessed by it so as to obtain a comprehensive picture. Therefore, adolescents need to be facilitated by educators to understand social intelligence. School as a formal education unit established by the state should be proactive in carrying out the mandated tasks. Ideally, the social aspects of the students are the entire staff of educators, from the principal to the bottom, including the parents of the students.

Measuring the social skills of learners requires the support of all educational staff in the school. School educator staff, such as: principals, teachers and other education staff can also assess students' social skills. Assessment of students' social skills can be done by observation; Ranging from how the student was hanging out, how many close friends, and others. However, this is not enough to describe the students' social aspects as a whole and comprehensive. Counselors in performing his duties as a psycho-educators are expected to develop an instrument to measure social intelligence test high school students. The results of pre-research conducted in March 2012 on Guidance and Counseling teachers at several state high schools in Ambon city (SMA Negeri 5, SMA Negeri 6, and SMA Negeri 7) indicated that there was no valid and reliable instrument to measure the social aspect of participants Educate. Counselors generally use sociometry and other instruments that the concept of psycho-social has not touched the social aspects in depth.

In order to develop a social intelligence test that has good validity and reliability. Thorndike (1920) states that a suitable test instrument for measuring social intelligence is difficult to design - social intelligence is visible in childcare, playgrounds, barracks and factories and sales rooms, but is not apparent under standard laboratory test format conditions. Measurement of individual social intelligence requires a human response, time to adapt a response, and face, voice, body position and appearance and attitude. Traditional psychometry, quickly uses the abstract definition of social intelligence into a standardized laboratory test instrument for measuring individual differences in social intelligence. Some of the instruments that can be used to measure social intelligence, including: George Washington Social Intelligence Test (GWSIT), Tromso Social Intelligence Scale (TSIS), Social Intelligence Profile (SIP), Comprehension and Picture arrangement which is a sub-test from the WAIS-R and Social Intelligence Test Battery (SITB). However, the test instrument still uses the old constructs of social intelligence such as the constructs proposed by Thorndike (1920), Guilford (1967) and Weiscler (1958). Some tests also have a low level of reliability and validity, so the measurement results are difficult to distinguish from other psychological tests, especially the results of general intelligence tests. Based on the weaknesses of the previous intelligence test instrument it is necessary to develop test instruments that can cover these
Weaknesses. Forms maximum performance test in the development of social intelligence is right, because the test capability is a standard measure of individual intelligence. Where intelligence is the actual ability of the individual to be able to achieve the best results in performing mental tasks (mental tasks). In addition, intelligence is not a belief or individual assessment of their own abilities (Carroll, 1993; Mayar & Salovey, 1993; Neisser et al., 1996; Scarr, 1989) making it difficult to be measured by using typical response measure such as inventory, scale, etc. Seligman (2004) also states that there is a gap between the results of the application of maximum performance test and measure typical response in measuring capability (ability) individual. Model instrument by using typical response measure, would lead to individuals affected by the self-concept and feelings while it is being experienced by him (Mayer, Caruso and Salovey; 2000). Therefore, the researcher is interested to develop the instrument of social intelligence test for high school students in Ambon city.

Method

Development test of social intelligence is using a model development Gregory (2011: 131), which consists of six stages: (1) defines the test, (2) determine the method of measurement, (3) constructing the item / items test, (4) test / analyze Item, (5) revision test, and (6) publish the test. The researchers added one step: standardization and preparation of test norms between test revision and test publications. The development model is selected for the following reasons: (1) this model has a more complete stage compared to other test development models, since in this model the development starts from defining the tests that will be developed to publish the test that has been developed, 2) this model requires the test developer to determine the method of measurement before constructing the test items so that there is a match between the methods used in the test developed with the psychological constructs to be measured and (3) the model provides concrete steps. Development procedure of social intelligence test is done by following several stages that can be seen in Figure 1 below:

![Test Construction of the Social Intelligence Test](Source: Gregory, 2011)
Results and Discussion

The 1st stage development outcomes include a discussion of: 1) defining the test, 2) determining the measurement method, and 3) constructing the test items.

Defining the test

When developing a new instrument the developer must have a clear understanding and idea of what will be measured and what distinguishes the test from existing tests. The test that will be developed by researchers is a test to measure the intelligence of high school students. The collection of information by conducting needs assessments of three high schools in the city of Ambon, namely: SMAN 5, SMAN 6 and SMAN 7 Ambon showed that the counselor / teacher guidance and counseling have not yet developed measurement instrument of social intelligence of students because: (1) counselors are still confused about the social aspects of the students, especially the nature of social intelligence, or in other words "intelligent" socially, because it has not been studied carefully during pre-service education counselor; (2) the counselor generally states that there is no time and funds to develop an instrument to measure students' social aspects, especially aspects of social intelligence; (3) the counselor feels not have the ability to develop instruments that have good reliability and validity for the purpose of appraisal in guidance and counseling services.

Social intelligence tests for high school students developed by the construct of social intelligence model proposed by Goleman (2006) where social intelligence is divided into two main components, namely: (1) social awareness and (2) social facilities. Social awareness, including: 1) the ability of basic empathy, 2) the ability of the alignment, 3) the ability of empathic accuracy, 4) the ability of social cognition; Social facilities, including: 5) synchronization ability, 6) self-presentation, 7) influence ability, 8) caring ability to others. Differences in tests developed with existing social intelligence tests include: 1) the constructs used in this test are the new constructs of social intelligence, and 2) this test uses a performance approach rather than a typical response so as to avoid bias when administering tests.

The purpose of the test of social intelligence that helps high school students are in the developmental stages of adolescence, to be able to do a realistic assessment (realistic assessment) against themselves both the strengths and their weaknesses, especially in the aspect of social intelligence that can help high school students to make adjustments social (social adjustment). As for counselors, to develop programs targeted counseling so acceptable Counseling services in schools for the better and also helps counselors to be accountable (accountability) implementation Counseling services to related parties (stakeholders).

Selecting a scaling method

The test developer determines the measurement method that optimally matches the concept to be measured through the test to be developed. In this study, researchers used a measurement method with multiple choice (multiple choice). Consisting of one multiple choice questions and multiple choice responses, which in this test, there are four possible answers. The wrong choice, called a distractor or detractors, so that by using this technique researchers can distinguish between people who know the correct answer, and those who do not. The correct response is called keyed response. Ebel, 1969; Haladyna & Downing, 1994; Sidick, Barrett, & Doverspike, 1994 (in Domino, Domino and Domino, 2006) states that the multiple-choice items are made correctly can measure not only factual knowledge, but also to understand the theory and skills in problem solving. The reasons for selecting this method is because the multiple-choice item has a number of advantages. Testee can answer quickly, so the test using this method may include more items and item can be more extensive coverage.

Constructing the items

Professional test developers in constructing test items use the scheme to ensure that the developed instrument consists of cognitive processes and content domains. Therefore, the first step in the process of constructing the items / item test is generalized table of specifications / blue print of a psychological construct to be measured. In the specification table there are details of the psychological constructs, including: variables, components of each variable, indicators of each component and descriptor of each indicator and the number of questions / statements represented by each descriptor. The psychological construct used in the development of the social intelligence test instrument is the social intelligence theory of Daniel Goleman (2006) as in table 1 below.
<table>
<thead>
<tr>
<th>Variabel</th>
<th>Sub-Variabel</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Awareness</strong></td>
<td>Primal Empathy</td>
<td>Understanding the emotional cues of others through facial expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding the emotional cues of others through the eyes of</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>Listening attentively</td>
</tr>
<tr>
<td></td>
<td>Empathic Accuracy</td>
<td>Properly understand the others feelings</td>
</tr>
<tr>
<td></td>
<td>Social Cognition</td>
<td>Knowing the expectations of their social situation</td>
</tr>
<tr>
<td></td>
<td>Synchrony</td>
<td>Interact appropriately with facial expressions appropriate to the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>circumstances of others</td>
</tr>
<tr>
<td><strong>Social Facilities</strong></td>
<td>Self Presentation</td>
<td>Control themselves in social interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give a positive impression to others</td>
</tr>
<tr>
<td></td>
<td>Influence</td>
<td>Affect the feeling of others</td>
</tr>
<tr>
<td></td>
<td>Concern</td>
<td>Concerned about the needs of others</td>
</tr>
</tbody>
</table>

**Conclusion**

Counselors/guidance and counseling teachers have not developed instruments of measuring students' social intelligence because: (1) the counselor is still confused about the social aspects of the students, especially the nature of social intelligence, (2) the counselor generally states that there is no time and funds to develop the instrument; feel yet has the ability to develop instruments that have good reliability and validity for the purpose of appraisal. Researchers used a measurement method with multiple choice (multiple choice), so that by using this technique researchers can distinguish between people who know the correct answer, and those who do not. The construct of social intelligence is divided into two main omponen k, namely: (1) social awareness and (2) social facilities. Social awareness, including: 1) the ability of basic empathy, 2) the ability of the alignment, 3) the ability of empathic accuracy, 4) the ability of social cognition; Social facilities, including: 5) synchronization ability, 6) self-presentation, 7) influence ability, 8) caring ability to others.

**References**


