

THE ROLE OF PEERS IN DEVELOPING OF PARTISIPANTS STUDENTS' SOCIAL INTELIGENCE IN CLASS VIII D 1 LEMBANG JUNIOR HIGH SCHOOL

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Abstract. The background of this research is by the problems found during observation, among them the lack of respect for differences of opinion among students, lack of ability to build closeness with friends other than close friends and lack of empathy that students have. The purpose of this study was to determine the role of peers for improving social intelligence of students. The approach in this study uses a qualitative approach with descriptive methods. The research subjects used were class VIII D students who were determined by purposive sampling. Data collection techniques used in this study were interviews, observation and documentation studies. From the results of the study, it is known that: First, peers provide assistance in improving communication skills so that students are able to build social relations, second, an increase in problem-solving skills, reflected in how students help each other complete tasks, third empathy attitude the participants have increased because students have a sensitivity to the feelings of others, fourth, the attitude of respecting differences of opinion held by students is still lacking, this can be seen from the attitude of students who still insist in maintaining their opinions, fifth, the role peers play a role in increasing the ability to understand and control emotions possessed by students so that they can have a positive impact in dealing with others.

Keywords: social intelligence, peers, communication skills, empathy, respect for differences

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Article History. Received July 2018, Received in revised September 2018, Accapted December 2018

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A. INTRODUCTION

Adolescence is an important period in the development of one's life. During this period, adolescents generally spend most of their time doing activities outside the home, whether it's learning, playing or just hanging out with friends. This is because adolescents are in the transition stage to adulthood. Teenagers as humans who are growing and developing will continue to make social interactions both between adolescents and their other environments. Through social interaction, adolescents get recognition as members of new groups in their surrounding environment. In adolescent association,

the need to be accepted in a group is an absolute thing so that adolescents are willing to follow the new habits that apply in a group of peers. According to Santrock (2007, p. 55) peers are children or adolescents who have more or less the same age or maturity level. Peers are a group that has a big influence on the lives of adolescents. Peers have a role in choosing ways to dress, hobby, how to behave and how to get along. In their lives, adolescents are often faced with acceptance or rejection from their peers, so that to avoid rejection teenagers tend to follow the behavior carried out by groups of peers. This is in accordance

with the results of a study conducted by Murisal (2012, p. 200) which suggests that adolescents often judge that if they wear the same clothing model with their popular group members, the opportunity for them to be accepted by their friends is greater in their daily lives teens will follow everything their friends do.

Rubin (in Santrock, 2007) suggests that many school children spend considerable time interacting with their peers. Children spend time chatting with peers about associating roles and rules in the game. In addition, peer groups provide encouragement or motivation for adolescents in taking roles and responsibilities, through conversations and debates that occur. Students can develop ideas and feelings and develop problem solving skills. Sabarudin (in Nurlailai, 2009) a group of peers is a place of mirror as a friend, friends can give a picture of themselves up close even sometimes teenagers can be given an identity based on who he is friends. According to Papilla and Olds (in Yudrik, 2011) suggests that adolescence is a period of developmental transition between childhood and adulthood which generally starts at the age of 12-13 years and ends in the late teens or early twenties. Based on this explanation what is meant by adolescents are individuals who according to levels generally range from ages 13-17 years. In addition, according to Hurlock (in Uthia, 2015, pp. 30) there are several peer groups in adolescence, including: a) friends, who usually consist of one or two people where they are the closest people and have direct contact with adolescents, b)

small groups, this group usually consists of groups of friends who have relatively similar interests, and in this group the interactions that students have often take place. Those included in the small group are classmates, village friends and extracurricular friends. c) large groups, for example schoolmates (one class, class and older siblings) and different school friends. In Lembang 1 Junior High School there are problems related to the role of peers for the development of youth identity, among others: *First*, there is still a lack of respect for students, this can be seen when the learning process many students who do not pay attention and listen well to what is conveyed by the teacher. *Second*, the lack of collaboration between students in completing group assignments. This can be seen when in completing group assignments not all students contribute to the work of group assignments. Besides that some students only rely on smart students to do their group assignments. *Third*, when the teacher gives a question, not a few students who seem enthusiastic want to answer the question. But when the teacher appoints one student to answer, the student refuses and appoints his friend to answer. *Fourth*, students lack empathy or desire to help / share. Then when there is a group that presents the results of the discussion in front of the class, the other groups do not pay attention to what is said by their friends, they are even more noisy chatting with their group friends. From the findings of researchers in the field, if the problem continues to be allowed, the development of adolescent identity through the

development of students' social intelligence will be lower, even though social intelligence is an important aspect that students must possess, in line with what Soemantri (2011, pp. .260) namely "social intelligence is one type of intelligence that must be trained and possessed by every person from an early age, this social intelligence is also in line with the objectives of social studies learning in general, namely to be a good citizen". In line with Stephen Jay (in Yusuf, Rian N. 2018, pp. 1) Social intelligence is an ability to understand and manage human relationships. A person is said to be socially intelligent if he is able to understand or be aware of the surrounding environment, so as to encourage the emergence of social caring attitude. Whereas according to Zahran (in AL-Makahleh and Ziadat, pp. 786) revealed that:

social intelligence may be defined as the ability to build successful relationships, display empathy toward others and their feelings, and act wisely in different situations. Social intelligence includes many fundamental manifestations, Zahran (2000) classified them as follows: First: The general manifestations of social intelligence: social adjustment, social competency, appeasement, and moral ethics. Second: The specific manifestations of social intelligence, the efficiency of interaction in social situations, comprehending the psychological state of the speaker, social

cognition, understanding social behavior, and understanding human expressions.

Whereas according to Goleman (2007, pp.44) social intelligence is a developing social ability to meet the challenges of social flows with various forms of interaction, synchronization, types of empathy, social understanding, interaction skills, and concern for others.

From the opinion above, it can be concluded that there is an imbalance between conditions in the field with theories about social intelligence. Social intelligence is needed by every student because having good intelligence will create a harmonious, harmonious, balanced relationship in the community so that it will benefit the community and be a good citizen. The lack of social intelligence in students makes the imbalance in learning in class and the role of education. Education is the main foundation in improving ethics, behavior and social attitudes that will be useful for community life. This is in accordance with UU No.20 tahun 2003 pasal 1 "Education as a conscious and planned effort to realize the learning atmosphere and learning process so that students can actively develop their potential to have spiritual, religious, self-control, personality, intelligence and skills that needed by society, nation and state ". Education not only develops cognitive aspects but also develops the social attitudes of students. Based on this background, the formulation of the problem posed is first, how the role of peers in developing students'

communication skills. Second, how the role of peers in developing the ability to respect differences in students. Third, how the role of peers in developing problem solving skills in students. Fourth, how the role of peers in developing students' empathy skills. and Fifth, to what extent is the role of peers in developing students' social intelligence.

B. METHOD

This research uses a qualitative approach with descriptive methods. Qualitative approaches are used to describe a situation or social phenomenon within a certain scope, the results of which are in the form of descriptions in the form of narrative descriptions and qualitative approaches are used to research natural objects. Descriptive methods were chosen in this study by reason of thoroughly describe and describe the various facts found in the field regarding the role of peers in developing students' social intelligence. As for the participants in this study, eight people in class VIII D were determined based on the purposive sampling technique. Data collection techniques in this research used observation, interviews, and documentation studies. The research instrument is an important measuring instrument in research activities in order to obtain and collect the data needed without the existence of research instruments the research activities cannot run well. Some instruments that will be used in this study

are observation guidelines, interview guidelines and documents. According to Miles and Huberman (in Sugiyono, 2016, pp. 337) suggests that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Data analysis techniques used of the Miles and Huberman model which consisted of data reduction, data display, and verification. in addition, there are several strategies for data validity according to Meleong (2000, pp. 170) that will be used in this study, which are credibility, triangulation, Dependability and Confirmability.

C. RESULTS AND DISCUSSION

(1) Discussion About the Role of Peer Friends in developing the communication skills of students

According to Liliweri (2003, pp. 4) communication is the process of transferring a message from one source to the recipient in which there is information, ideas, ideas, thoughts and feelings so that it can be understood. Communication is also a process where a person or group in a community creates and uses information to connect with the environment and other people. Communication ability is one of the social intelligence that must be possessed by students, this is motivated by humans as social beings who depend on others and cannot live alone. indicator of communication skills is:

First, Know and understand how to use the information obtained. This can be seen based on the results of research where students have been able to

understand how to use the information. Students have the opinion that if they have many peers, the information obtained will also increase. The information that has been obtained can be used to communicate with other friends, but in receiving information they do not directly believe it but will first find out the truth either by asking other people or asking directly to people who provide information, then distributing information to another friend. The precautionary attitude possessed by students in receiving information shows that they are able to process and use the information obtained. The use of appropriate information can make the communication process carried out by students run smoothly because the exchange or transfer of information will run well so that the information received can be understood well.

Second, Able to express opinions well. Inge Hutagalung (in Lestari, pp. 7) argues that communication will run smoothly if supported by the delivery of good opinions, the ability to express opinions can be trained from the most basic stages, namely from the family environment, where children (students) are free to express what they think, so as they enter adolescence students are able to express their opinions both with their peers and in general. In addition to the family environment, the selection of friends can also have an impact on increasing the confidence of students. With their peers, students begin to dare to express their opinions because they feel more comfortable than expressing their opinions in public.

Third, using polite language, clear and easy to understand. Language is a thing that cannot be separated from human life. Submission of messages, feelings, ideas and information must use language. Language is requirements in dealing between humans one with another human being or in other words language is a tool created by humans to communicate with each other. If we always use good and polite language, people will portray us as a good person. Besides that language is also an expression of the level of politeness in everyone. If we cannot distinguish how to speak to older people, others or to younger people, we will be considered as people who do not have politeness. In their daily lives students use a variety of languages, if for older people they use polite and formal language and for others or friends use a more relaxed language, so that communicating messages, feelings, ideas or information that will be conveyed can be clearly accepted and easily understood by the interlocutor. By using polite language, clear and easy to understand, the communication skills of students can increase because the information provided is easily conveyed between students and their friends.

Fourth, the sound used is clearly heard. According to Inge Hutagalung (in Lestari, pp. 7) that speaking must pay attention to whether the sound is loud or not, the sound is not only heard faintly so that it creates obscurity in conversation. In communicating the use of clear voice is very necessary so that there is no misunderstanding in understanding the information conveyed. Based on the

results of the study, students felt afraid that the opinions they raised were wrong so they would ask for advice from their friends first. Students feel less confident with their opinions and ask for support from their friends. The role of peers is needed to increase students' self-confidence so that in expressing opinions the voice used will be heard clearly. In addition to the opinion in communicating, the use of voice is very important. Students must be able to set the loud or not sound in communication, so that the message, feeling, idea or information in question can be conveyed clearly. Students can practice through everyday conversations with peers where peers can correct if the use of sounds used by students is not right, then peer selection is very instrumental in helping students to practice the ability to use sound and intonation

(2) Discussion of the role of peers in developing the ability to respect differences in students

With the existence of mutual respect, peace will emerge in life, including in the environment of peers. Relationships that are well established between friends will cause positive things in friendship. With mutual respect, the differences that exist in peer groups will not cause friction that becomes a dispute but will become a unifier that strengthens friendship. The subindicators of respect for differences are:

First, be able to appreciate different opinions. Tolerance or being able to respect differences of opinion according to Naim and Sauqi (in Dayanti, 2016, pp.

62) is taken as an ability to respect one's basic, kayinan and behaviors. Globally Unesco in 1995's declaration of principles on tolerance points 1.1 (in Dayanti, 2016, pp.62) means tolerance as:

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's culture, our forms of expression and ways of being human. It is fostered by knowledge, openers, communication and freedom of thought, conscience and belief. Tolernace is harmony in difference. It is not only a moral duty. It is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

Appreciating the differences of opinion of others is an important thing because it is possible that in other people's opinions there are important inputs for ourselves or for the public interest. Respecting the opinions of others does not make the opinions given wrong. By respecting differences, it can reduce the occurrence of a larger problem. In line with the results of the study, students in facing a difference, they would prefer to give in first and then discuss again with their group of friends to determine which opinions were more approved. In this determination process sometimes they will insist on what they say especially if the opinion is supported by close friends. The role of friends is needed in developing the ability to

respect differences of opinion. Friends owned by students will take part in influencing the attitudes that students will take in acting when confronting a problem caused by differences.

Second, do not dominate or want to win alone. In order not to be a person who dominates or wants to win alone, we must get used to not only as a speaker but must be able to be a good listener. According to Raka (2011, pp.232), self-winning behavior can arise from not usually accepting a defeat, so he feels unsuccessful in achieving what he wants both material and non-material. This behavior can appear in other forms such as feeling dislike if a friend gets a higher score or a friend gets an achievement and is praised by the teacher while he or she is not, besides working on a task always wants to finish first. This behavior can appear in other forms such as feeling dislike if a friend gets a higher score or a friend gets an achievement and is praised by the teacher while he or she is not, besides working on a task always wants to finish first. Based on the results of the research conducted, students do not have envy when their friends get an achievement but they will feel proud and motivated by what their friends get and begin to find out how to get an achievement. In addition to jealousy or jealousy, other forms of dominating attitude or wanting to win alone can be seen from how students are able to do the tasks given by educators both individual and group assignments. Students who have an attitude of self-determination in doing assignments always want to finish first than their other friends. In working

on group assignments, students will choose with whom they will group so that the work will not be maximal. In working on group assignments, students will choose to work on assignments with their close friends and choose not to work if they are grouped with people who are not close friends, otherwise if they make a mistake on someone they don't like students will not admit to mistakes. This shows that students still have a domineering attitude and want to win themselves.

Third, Able to accept criticism and suggestions given. Criticism and advice is one way that we can be accepted by others. Through criticism and suggestions we can find out what is a weakness in us. Criticism is an attempt to show something that is seen or judged from the side of its shortcomings, with a good goal, namely that things that become deficiencies can be corrected. From the results of interviews that have been conducted, researchers feel that there are still many students who cannot accept criticism given by others, even though successful people will try to accept criticism either from friends, older people, unknown people even from competitors or people which is not liked even though sometimes the criticism given is offensive and painful. Students will feel angry and offended if they get criticism even from friends

Based on the results of the description it can be understood that the role of peers in developing an attitude of respecting dissent is still lacking. This can be seen from a number of sub-indicators that cannot be fulfilled by

students, such as the presence of an attitude of self-determination and domination over friends. Then students will feel angry and offended if given criticism or input even though the criticism comes from friends.

(3) Discussion of the role of peers in developing problem solving skill

Problems are challenges that arise in a process when we want to achieve a goal. In achieving a goal, sometimes someone is motivated to imitate the behavior of others. Modeling of behavior (modeling) applies to good and bad behavior. Pilot applications will also apply to students. The behavioral pilot carried out by students is done to get an increase in reputation. According to Emler and Reicher (in Maftuh, 2005, p. 84) explain individual behavior in relationships with other individuals in a group, where each individual tries to have a good reputation in front of his group friends. If in the modeling process the reputation produced is not good, it will create new problems for someone. Problems will arise if expectations do not match reality. With the emergence of a problem will usually encourage someone to find a way or solution to solve the problem. The indicator of problem solving skills is:

First, in solving problems students must first identify the problems that occur to then provide solutions in accordance with knowledge that has been previously known. In identifying problems the first step is to define the problem clearly and objectively. To solve a problem students must see the problem

from various perspectives so that they know what they want to achieve and know. With information that has been collected students will have clear perceptions. When the students' perceptions are clear, then the students process the data and information that has been obtained beforehand to form a problem design so that it simplifies the problem solving process. The source of information must also be reliable and accountable. In gathering information, caution is needed in selecting informants so that the source of the news or information obtained can be justified.

Second, formulate problems. In solving a problem formulating a problem is an important process, where the formulation of the problem is the determination of the main problems that become the reference in drawing conclusions so that it can provide a solution to the problems that occur. By formulating problems we can know the core of the problems faced to then be able to find information about the problems at hand. In the problems that students face the formulation of problems can be used as an initial reference to find information, for example: when assigned to do group assignments or when a friend tells the problem of learning difficulties they have, students will begin to look for information related to the task. Then after the information needed is collected, students will begin to be confused with questions that are popping up like why did the problem occur? how to complete the task? and there are still many questions that will arise in these problems, so that every question that

arises can be answered then students must formulate the problem so as to facilitate the process of drawing conclusions and providing solutions. The formulation of the problems that have been carried out by students becomes the initial design of the problem handling action which will be applied when determining the solution to solve the problem.

Third, make conclusions and provide solutions to problems. Every problem will make someone gain new experience in which there are various opportunities to be more advanced, develop in a better direction. Each problem will have its own solution, but in finding the solution each problem has a different path. Settlement of problems carried out by individuals can also be called conflict resolution. Conflict resolution according to Bunyamin (2005) is an individual way to solve problems that are being faced with other individuals voluntarily. Conflict resolution also suggests the use of more democratic and constructive ways to resolve their own conflicts by providing opportunities for conflict parties to solve their own problems or by involving wise, neutral and fair third parties to help those in conflict solve the problem. Based on the results of the study, students will ask for peer assistance in solving and finding solutions to overcome the problem because according to them peers better understand the problems they face. Equality of age makes the same way of thinking so when they tell stories they feel comfortable. They choose to tell their problems to peers to then formulate

the core issues and find solutions together.

(4) Discussion of the role of peers in developing students' empathy skills

In associating and socializing in the community someone can be accepted by others if he is able to understand the conditions of others and provide appropriate treatment in accordance with what is expected of the person. The ability to put yourself in someone else's position and experience the experiences faced by others is called empathy. In friendship empathy attitude is needed because with the presence of empathy will create mutual relations that are mutually meaningful and mutually beneficial. Through friendship, students can improve their empathy skills, where students will be faced with problems that arise in their friendship, both the problems of students and their friends and other problems outside of the friendship being faced by their group friends. The students will share the problems faced by their friends so that a sense of understanding the feelings of others will grow and the empathy attitude they have will increase. The indicators of empathy ability are:

First, listen to other people's conversations well. Listening is a skill that needs to be possessed to hone the ability of empathy. The willingness to listen provides a better understanding of the feelings of others and is able to generate acceptance of the differences that occur. The ability to listen must also be trained so that it has a positive impact on social interaction. There is a need to

open up to others, especially by giving other people the opportunity to talk about the problem without us cutting it before the conversation is finished. From the results of interviews conducted, students have the habit of exchanging stories with their peers. Through this story, students tell each other the problems they face. By exchanging stories students can practice listening skills, where students provide opportunities for their friends to tell their problems to completion. By listening to complaints or other people's stories students will make students have other experiences in themselves. Listening to sad stories will be able to bring students into the mood of others who are sad and can arouse the desire to understand the problem or feeling of the person. The more stories, problems and expressions of feelings that are listened to will make students more understand with experience and will increasingly know how to understand the feelings of others. By often listening to other people's stories, students can train themselves for how to behave when listening to boring friends' stories.

Second, accepting the point of view of others. According to Goleman (2007, pp. 513) individuals who are able to accept the point of view of others is that if the individual is able to distinguish between what others say or do with the reactions and judgments of the individual. With the development of one's cognitive aspects, the ability to accept other people's perspectives and understanding of other people's feelings will be more completed and accurate so that he will be able to provide treatment

in the right way. By accepting the other person's point of view, we will avoid the disputes that will occur. By knowing the existence of other people's point of view in a problem will make the mind that is owned more open so that they can accept differences, see the possibility of other solutions to the problem so that we do not need to impose a personal point of view. In addition, by accepting the point of view of others, it will increasingly add to the insights they have so that in finding a solution, a problem will be easier to solve, because of the many considerations that are made. With the many considerations taken, it makes us wiser to deal with a problem because not only is our point of view used but there is also another person's point of view. Based on the results of interviews conducted, students begin to be able to accept the point of view of others, especially if the advice given comes from a close friend who is trusted. By telling a close friend, students begin to practice how to accept other people's perspectives, because the solutions given by each person will have a difference. The existence of different points of view between himself and his friends' opinions will make students learn to consider the best solution to the problem at hand. The ability to accept the point of view can foster an attitude of empathy that is owned by students by understanding what others feel

Third, be sensitive to the feelings of others. Individuals are able to identify the feelings of others and be sensitive to the presence of emotions in others through messages that are displayed

through speech, gestures and facial expressions. Sensitivity that is often sharpened will generate a spontaneous reaction to the condition of others. Everyone has experienced positive and negative feelings, such as anger, sadness, pleasure, happiness, disappointment and so on. We can note these experiences which will then help us understand the same feelings when certain conditions occur again. Imagining an event experienced by someone else will pull us into a situation that is almost the same as what the person is experiencing. Reflecting the circumstances of others can make us feel what the person is experiencing and be able to evoke an emotional atmosphere. Being sensitive to the feelings of others can help students in their daily lives. Sensitivity can train students to understand how the atmosphere in the surrounding environment can help students behave when facing an emotional condition from the environment. In addition to being able to put themselves in place, being sensitive to the feelings of others is also able to develop social caring attitudes. Zubaedi (in Pratama, 2016, pp.16) suggests that the ability to show understanding of others by treating them well, full of mercy, being generous and passionately forgiving. In addition to feeling the same feelings with friends, students also try to provide assistance when their friends have difficulties. Providing assistance or help to people who have difficulties can generate empathy. Rapid response to the situation in the surrounding environment will train the empathic abilities of the students.

(5) The extent of the role of peers in developing students' social intelligence

According to Goleman (2007, pp.44) social intelligence is the ability to meet the challenges of social flows with various forms of interaction, synchronization, types of empathy, social understanding, interaction skills, and concern for others. Social intelligence is needed by people in interacting with others both in the family, school and society. Relationships that occur among adolescents occur a lot in schools because adolescence is mostly in middle school and high school. Students who are entering adolescence certainly have more complex problems than in the past. This is because in adolescence individuals have entered a wider social world where the influence of friends and the social environment will require adolescents to adapt. Therefore adolescents need parties that can be trusted to help him solve every problem he faces. Teenagers will be more comfortable to gather and tell the problems faced by groups of peers compared to telling the issue to parents, thus peers play a role in improving the social intelligence of students. Social intelligence is needed to interact with others both in the family, school and society. Teenage social relations often occur at school. In adolescence, individuals have entered a wider social world where the influence of friends and social environment will require adolescents to adapt. One way to adapt adolescents is by self-regulation, namely the ability of a person to recognize and

deal with the emotions they have so that they have a positive impact on the implementation of tasks. Self-regulation is done so that someone can achieve an expected goal. Students who have good self-regulation will be able to control emotions. Self-regulation of students can be trained through how students respond to information obtained. With this information individuals can find out more specific characters from a problem. Like the possibility of a relationship with other aspects. After students get information there will be a process of analyzing information by comparing problems that occur. So that students can find and determine solutions to the problems they faced.

After students have good self-regulation, social skills can bring children to be more courageous in expressing themselves, expressing any feelings or problems they face and at the same time finding solutions so as not to seek refuge in other things that can harm themselves other. Social skills possessed by students can determine how peers receive themselves. Acceptance of peers can also affect the daily lives of students. Through peer acceptance, students can practice their social skills so that in the future students can be accepted in society. This peers have a role in developing students' social intelligence. Peers can play a role in everyday life because students spend more time with peers so that unconscious habits and behaviors carried out by peers will follow. Through peer acceptance, students can practice their social skills so

that in the future students can be accepted in society.

D. CONCLUSION

The conclusion of the research on the role the role of peers in developing of partisipants students' social intelligence in class viii d 1 Lembang junior high school are:

First, the role of peers in developing communication skills is good. This is evidenced by the help of friends in obtaining information that will be used by students in communicating and expressing opinions, so that students can establish social relations.

Second, the role of peers in developing the ability to respect differences of opinion in student results is less, because in respecting differences of opinion students still insist on the opinion they have other than that students are less able to accept criticism and suggestions from their friends

Third, the role of peers in developing problem-solving skills is good. This is evidenced by the help of peers to solve problems faced by students. For examples when students tell about their difficulties in learning one subject, then their friends will try to help find a solution by learning together so that the problem can be solved

Fourth The role of peers in developing students' empathy skills is good. This is evidenced by the high sensitivity to the feelings of others, where students will feel the emotions felt by their friends. For example; when his friend looks gloomy and sad, students will find out the cause of sadness felt by

his friend either by asking directly or by asking someone else, so that students can help to find solutions using considerations from various points of view.

Fifth, peers have a good role in developing students' social intelligence. With the help of peers, students are able to understand and control their emotions so that they can have a positive impact in dealing with others as well as having good relations in the performance of tasks.

ACKNOWLEDGMENT

Allhamdulillah, author offered the presence of Allah SWT who gave His grace and grace so that the writer could complete this scientific paper. Author realizes that without the help and encouragement of various parties in the preparation of scientific papers this will not work well. Therefore, with sincerity, author would like to thank, the two beloved parents who are very dear authors, Mr. Sopyan Juhara Permana and Mrs. Tini Kartini, thank you for everything that has been given to author. My brother Deni Senjaya and Triana Jaya Kusumah who have given motivation, enthusiasm, prayer, advice and support in completing this paper. As well as Mrs. Siti Nurbayani K, S.Pd, M.Si. as the first lecturers and to Mr. Muhamad Iqbal, S.Pd., M.Si as the second lecturers of the preparation of this scientific paper which always guides, gives direction, patient, as well as motivating the author in completing the thesis in the Social Sciences Education Study Program. Don't forget Mr. Dadang Sundawa,

M.Pd. as chairman of the Social Sciences Education Study Program who has provided direction and motivation for the author.

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