



The Influence of Intellectual Intelligence on Student Solidarity of The Tadris Social Sciences Product For Class of 2021

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Abstract

This research has three purpose. Firstly, to determine the level of intellectual intelligence and solidarity student of 2021 Social Science Education Program. Second, to determine the level of intellectual intelligence and solidarity of class A and class B students of 2021 Social Science Education Program. Lastly, to find out the influence of intellectual intelligence on solidarity student of 2021 Social Science Education Program. Research method used in this research is a mix method. Quantitative data collection techniques in this research are questionnaires, interviews and observation. The data obtained was then analyzed statistically using simple linear regression analysis techniques and data reduction. The results of this research are 1) the level of intellectual intelligence of TIPS students class of 2021 obtained an average result of 68.91, which is considered high. Apart from that, the solidarity attitude of TIPS Class of 2021 students has a mean of 73.35. This is relatively high. 2) The average level of intellectual intelligence for class A students is 65.7097 and the average level of student solidarity is 73.0968. Meanwhile, the average level of intellectual intelligence for class B students is 72.1290 and the average level of student solidarity is 73.6129. 3) From the results of the hypothesis test, it shows that there is a significant influence of intellectual intelligence on the solidarity of TIPS class 21 students with an F value of 23.308 and a sig. equal to $0.000 < 0.05$.

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Introduction

Education aims to shape individuals into balanced beings in terms of affective, cognitive, and psychomotor abilities (Rabiah, 2019). Students should not excel only in knowledge but lack good character, and vice versa. Because during the four years of education at university, students are not only trained academically but also socially through various social interactions and issues that must be solved together. Intelligent students generally possess high intellectual intelligence. Intellectual intelligence is related to the student's ability to absorb knowledge, think critically, plan, and devise the best strategies for problem-solving (Kafi & Hanum, 2020). This is evident in Prayitno's statement, which notes that one of the keys to student success is their ability to complete assignments on time (Umma, 2021). If utilized well, intellectual intelligence can become a crucial asset, along with emotional intelligence (EQ) and spiritual intelligence (SQ), in achieving future success, as intellectual intelligence (IQ) significantly contributes to a person's success, accounting for about 20 percent (Silen, 2014).

Apart from excelling in cognitive abilities, students are also required to have strong social competence. Students are known to possess a high sense of social solidarity. Social solidarity is related to how students respond to similarities they perceive in themselves and others, which fosters a sense of camaraderie, sympathy, solidarity, and unity (Simamora & Irwan, 2021). In the campus environment, social solidarity usually arises from shared goals and needs, promoting cooperation and mutual assistance among students (Saidang & Suparman, 2019). Students, as social beings, cannot entirely separate themselves from the help of others. Cooperation and mutual assistance develop students' sensitivity to their social environment. If they trust each other, they will become friends, respect one another, take responsibility, and consider each other's interests (Saidang & Suparman, 2019).

The intellectual intelligence possessed by a student influences the interactions they engage in daily. Students with higher cognitive abilities can observe and adapt behaviors that promote solidarity as long as it benefits them. This aligns with Albert Bandura's theory, which states that cognition is also needed

in the process of modeling (LESILOLO, 2019). Previous studies have also indicated a relationship between intellectual intelligence and social solidarity. For instance, a study by MD Jais Ismail et al. concluded that intelligent students tend to have fewer friends, though this behavior changes when they enter university (Md Jais Ismail et al., 2021). Additionally, research by Tintin Hartini revealed that intellectual intelligence significantly influences students social behavior (Hartini, 2017). Conversely, research by Satoshi Kanazawa and Norman Lie found that intelligent people tend to be happier with fewer friends (Kanazawa & Li, 2016).

Observations by the researcher also found that disassociative interactions due to intellectual intelligence had occurred among 2021 Social Science Education Program students in the early semester. Moreover, a significant conflict once arose from a lack of mutual understanding and empathy between 2021 Class A and Class B. This conflict was triggered by a perceived differentiation, with one lecturer noting that Class A excelled academically but lacked solidarity compared to Class B. This was also supported by GPA data, which showed that Class A had higher averages than Class B. However, Class B demonstrated their solidarity through their support for classmates in various competitions, such as futsal. Understanding intellectual intelligence and social solidarity is crucial for Social Science Education students, as they will become teachers. A teacher must have four competencies: professional, pedagogical, social, and personal (Rohman, 2020). Two of these competencies (professional and social) stem from the intellectual intelligence and solidarity skills acquired during their university studies.

This study offers novelty by examining the relationship between intellectual intelligence and student solidarity, specifically a topic that has not been widely explored. Previous studies have largely focused on the scope of school students, whereas this research focuses exclusively on the university student context. Moreover, the mixed methods approach employed in this study provides deeper insights and more accurate results to measure correlations and explore the factors influencing solidarity among university students. Based on these considerations, the researcher titled this study, "The Influence of Intellectual Intelligence on Social Solidarity Among 2021 Students of Social Science Education Program." This study

has three objectives. First, to determine the level of intellectual intelligence and solidarity among 2021 students Social Science Education Program. Second, to understand the level of intellectual intelligence and solidarity among 2021 students in Class A and Class B of the Social Science Education Program. Third, to determine how intellectual intelligence affects the solidarity of 2021 students Social Science Education Program."

Method

This research is a mixed method research. Mixed methods were chosen to ensure more accurate results from this research and to gain a better understanding. The quantitative approach was used to test the hypotheses previously proposed by the researcher, while the qualitative approach was employed to gain deeper insights into why these phenomena occur. Creswell believes that mixed research is research that combines quantitative research and qualitative research (Cresswell & Creswell, 2018). The quantitative method in this research uses an ex-post facto approach, while the qualitative method is descriptive qualitative (Rukmini et al., 2020). This research uses a sequential explanatory strategy. Data collection techniques in this research used questionnaires, interviews and observations (Sugiyono, 2015).

The population in this study consisted of all students from the 2021 Social Science Education Program, totaling 62 individuals. The sampling technique used was population sampling. Accordingly, the sample studied was the same, comprising 62 individuals. The data analysis techniques in this research are descriptive statistical analysis, simple linear regression tests, and data reduction.

Result and Discussion

The Level of Intellectual Intelligence and Student Solidarity of The 2021 Social Science Education Program

Intellectual intelligence is a person's ability to direct thoughts and actions so that they think rationally about the actions they take. After processing the data using the SPSS 22 for Windows application, the descriptive statistical results were obtained as follows

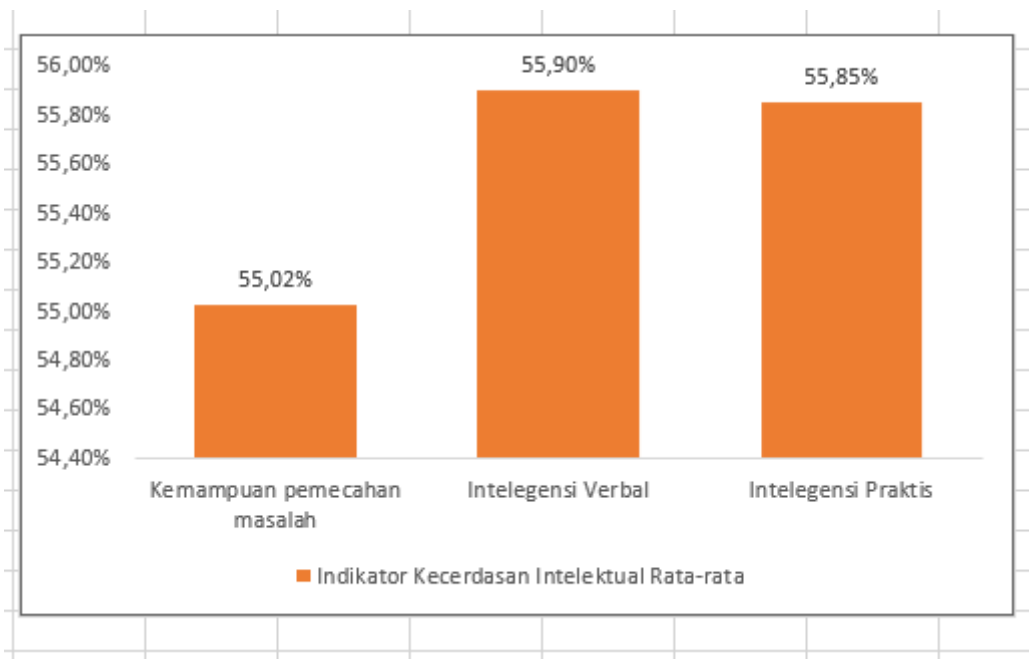


Figure 1. Diagram of Average Intellectual Intelligence Indicators

The diagram above illustrates data on the indicators of students' intellectual intelligence based on three main aspects: problem-solving skills, verbal intelligence, and practical intelligence. According to the observations, the indicator with the highest score is verbal intelligence, with an average of 55.90%, followed by practical intelligence, which has an average of 55.85%. Meanwhile, problem-solving skills rank the lowest, with an average of 55.02%. This reveals that, among the group of students measured, verbal and practical abilities scored higher compared to problem-solving skills.

In general, the differences among these three sub-indicators are not very significant, with a percentage gap of less than 1%. Although problem-solving skills are slightly lower, the data indicates that students tend to have relatively balanced intelligence between verbal and practical abilities, with problem-solving skills lagging slightly behind. Overall, the level of intellectual intelligence among students in these three aspects is fairly high and well-balanced, reflecting good academic potential and thinking skills among the group studied.

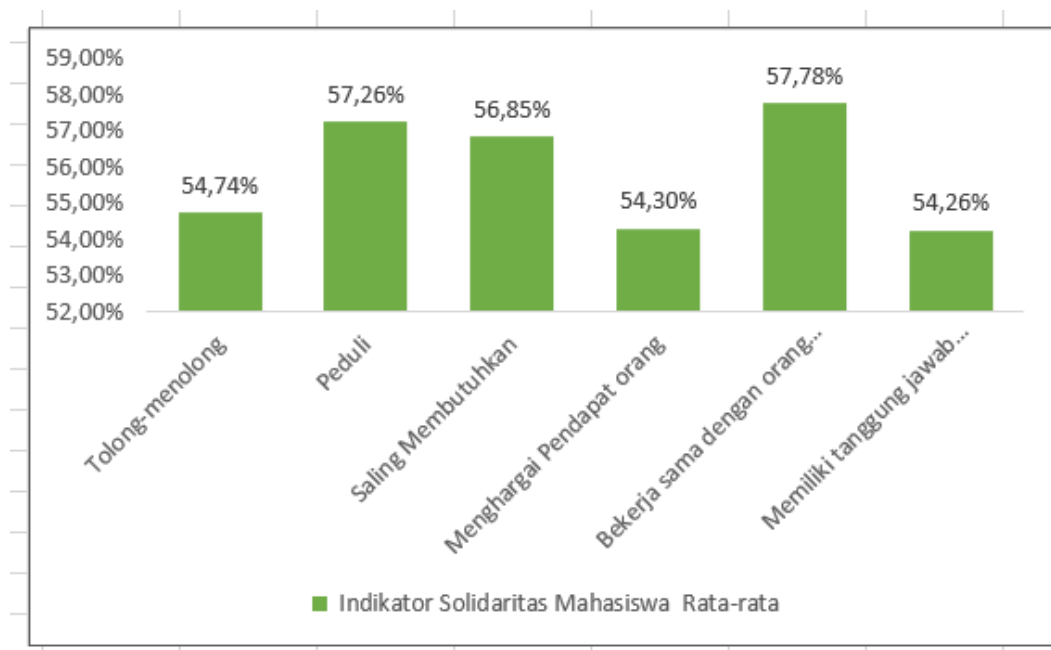


Figure 2 Diagram of Average Student Solidarity Indicators

The diagram above displays the average indicators of student solidarity based on six aspects: helping each other, showing care, mutual reliance, respecting others' opinions, collaborating with others, and having responsibility. From the presented data, the aspect of having responsibility holds the highest percentage, at 57.78%, followed by mutual reliance at 57.26% and respecting others' opinions at 56.85%. This indicates that most students feel a strong sense of responsibility, care for the needs of others, and recognize the importance of respecting others' opinions.

On the other hand, the aspect of collaborating with others shows a lower percentage, at 54.30%, followed by helping each other at 54.74%, and having responsibility at 54.26%. Although the differences among these aspects are not very significant, the data suggests slight variations in how students demonstrate their solidarity, particularly in aspects that require direct collaboration and acts of helping. Nevertheless, the overall average percentage above 54% indicates that solidarity among students is relatively strong, although there is room for improvement in certain aspects.

The Level of Intellectual Intelligence and Student Solidarity Class A and Class B Social Science Education Program

The comparison of the level of intellectual intelligence between class A and class B can be determined through descriptive statistical analysis using the SPSS 2022 application. The results are as follows:

Table 1. Class A Intellectual Intelligence Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Kecerdasan Intelektual	31	31,00	103,00	65,7097	11,97551
Valid N (listwise)	31				

The SPSS output data above shows that the intellectual intelligence of the 2021 class A Social Science Education Program students has an average score of 65.7097 with a maximum score of 103 and a minimum score of 31. The standard deviation is 11.97551.

Table 2. Class B Intellectual Intelligence Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Kecerdasan Intelektual	31	53,00	95,00	72,1290	9,25470
Valid N (listwise)	31				

The SPSS output data above shows that the intellectual intelligence of the 2021 class B Social Science Education Program has an average score of 72.1290 with a maximum score of 95 and a minimum score of 53. The standard deviation value is 9.25470. With these two data, it can be concluded that on average the intellectual intelligence of class A is lower than class B.

The findings above are also confirmed by interviews conducted by researchers with each student from class A and class B. KU (informant from class A) believes that in reality the intellectual intelligence in class A is lower. On the other hand, class B showed a different phenomenon. In an interview conducted by researchers with NR, one of class B's students, he admitted that he could at least try to solve the problems he found in class. This can be seen from the tabel below.

Table 3. Reduction Data of Intellectual Intelligence Class A and Class B

Kelass A	Kelass B
<p>Not all students in Class A can solve problems effectively. Many of them complain and bring up past experiences and issues they face at home when given assignments (problems). Additionally, many of them still have poor public speaking skills. Unfortunately, they perpetuate this reputation by refraining from asking questions during presentations out of pity.</p>	<p>Class B, although they are unable to solve problems directly, consistently take the initiative by asking their classmates for help. They also frequently create task lists to prioritize what needs to be done first, allowing them to stay focused and minimize wasted time.</p>

From the statements above, it can be concluded that class B students can (at least) try to solve their own problems. In a broader sense, they have better intellectual intelligence than class A, considering that class A actually has many students who are not yet able to solve their own problems. This is also demonstrated through observations made by researchers. Observation results show that the average aspect of intelligence that appears frequently is 92.59% (greater than class A, 85,18%).

Meanwhile, the comparison of student solidarity between class A and class B can be determined by descriptive statistical analysis using the SPSS 22 for Windows application. The results are as follows.

Table 4. Descriptive Statistics of Class A Student Solidarity

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Solidaritas Mahasiswa	31	33,00	112,00	73,0968	16,30410
Valid N (listwise)	31				

The SPSS output data above shows that the solidarity of the 2021 class A Social Science Education Program students has an average score of 73.0968 with a

maximum score of 112 and a minimum score of 33. The standard deviation value is 16.30410.

Table 5. Descriptive Statistics of Class B Student Solidarity

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Solidaritas Mahasiswa	31	44,00	126,00	73,6129	12,91169
Valid N (listwise)	31				

From the SPSS output results above, it is known that the solidarity of 2021 Social Science Education rogram students class B has an average score of 73.6129. The maximum value is 126 and the minimum value is 44 with a standard deviation of 12.91169. In this way, on average, the solidarity of 2021 Social Science Education Program class A students is smaller than class B.

The results of the quantitative data processing above are also supported by the results of interviews conducted by researchers with KU (one of the class A students). In the interview session he highlighted the lack of solidarity among 2021 Social Science Education Program students, especially class A. This can be seen from several of his questions as follows.

Table 6. Reduction data of 2021 Social Science Education Program Class A and Class B

Kelas A	Kelas B
Class A is more individualistic than Class B. Technically, they are more focused on their own circles. Even outside of academic courses, they find it difficult to gather together. Moreover, they struggle to listen attentively when one of them is giving a presentation. Furthermore, Class A tends to prefer dissociative social interactions over collaboration.	Class B demonstrates the opposite behavior compared to Class A. They help each other when facing difficulties, such as tackling challenging assignments. They also prefer working in groups rather than alone because it allows them to engage in discussions. They are not hesitant to ask for help, as they believe that being individualistic would prevent them from completing their tasks effectively.

From the statements above, it is clear that class A tends to be individualistic. They also more often show social interactions that are dissociative in nature, aka competition, rather than cooperation. This is also shown by the results of observations made by researchers where the average aspect of social solidarity often appears at 75.92%.

In contrast to class A, class B actually shows a better level of student solidarity. This was discovered after researchers conducted interviews with NR (class B students) as below. The statement above shows that class B prefers group work to individual work. The group's work is clear and real proof of their solidarity. With group work, students who are capable can help those who are unable. Apart from that, the strength of solidarity is shown by the results of observations made by researchers which show that on average aspects of solidarity often appear at 85.18% (greater than class A).

The Influence Between Intellectual Intelligence and Student Solidarity of The 2021 Student Social Science Education Program

In order to find out the actual influence between intellectual intelligence and student solidarity, a simple linear regression analysis was used using the SPSS 22 for Windows application. The results are as follows.

Table 7. ANOVA Analysis Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1907,949	1	1907,949	23,308	,000 ^b
	Residual	4911,535	60	81,859		
	Total	6819,484	61			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Based on the results of the anova test above, a significance result of 0.000 was obtained, which is smaller than 0.05. So it can be concluded that there is an influence between variable X (intellectual intelligence) and variable Y (student solidarity).

Table 8. Model Summary Result
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,529 ^a	,280	,268	9,04759

a. Predictors: (Constant), X

From the model summary table above, we get an R Square of 0.280. This means that the influence of intellectual intelligence has an influence of 28% on student solidarity. While the remainder (72%) comes from other factors.

Table 9. Coefficients Analysis Result**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	28,537	7,540		3,785	,000
	X	,463	,096	,529	4,828	,000

a. Dependent Variable: Y

From the results of the coefficients table above, a significance result of $0.000 < 0.05$ was found. Apart from that, it is known that the value of tcount is 4.828 which is greater than ttable 2.000. Then in the coefficients table, it is found that the constanta (a) value is 28.537 while the b value is 0.463. Then the hypothesis formula can be obtained as follows:

$$Y = a + bX$$

$$Y = 28.537 + 0.463X$$

By finding this formula, it can be concluded that there is a significant influence between intellectual intelligence and student solidarity. Therefore H_1 is accepted and H_0 is rejected. Intellectual intelligence is a cognitive skill that enables individuals to take deliberate actions. Robins and Judge describe intellectual intelligence as the ability of an individual to direct thoughts and actions to think rationally about their actions (Wardana & Mimba, 2016). Intellectual intelligence also helps individuals think meaningfully to solve problems. As a mental ability, intellectual intelligence is not visible to the naked eye. It can only be inferred from various concrete actions that are manifestations of the rational thinking process (Ratnasari et al., 2020). In other literature, indicators to measure intellectual

intelligence include problem-solving ability, verbal intelligence, and practical intelligence.

The results of a survey containing 31 statements indicate that the intellectual intelligence of Social Science Education students averages at 68.92. This is considered high, as it surpasses half the maximum score of 103. Overall, this shows that Social Science Education students have good problem-solving abilities, verbal intelligence, and practical intelligence. However, when broken down by class, Class B outperforms Class A, with average scores of 65.7097 and 72.1290, respectively. This disparity could be due to findings from an interview with a Class A student, who admitted that not all Class A members could solve problems well. Many only complain and play the victim. Additionally, verbal intelligence in Class A is relatively low, with only a few excelling in public speaking. In contrast, Class B students at least demonstrate a desire to solve problems independently.

Student solidarity is a subset of social solidarity. In social theories, Emile Durkheim is renowned for his theory of social solidarity. According to Durkheim, social solidarity is a bond between individuals and groups based on shared moral beliefs and reinforced by shared emotional experiences (Saidang & Suparman, 2019). Social solidarity is divided into two types: mechanical solidarity and organic solidarity. Mechanical solidarity is characterized by close relationships within communities and a shared purpose, typically rooted in shared values derived from customs, religion, beliefs, and core societal assumptions (Hanifah, 2019). In contrast, organic solidarity is distinguished by a division of labor, which creates interdependence among people rather than a shared awareness (Marwah et al., 2023). Several indicators can be used to measure the level of solidarity, including caring, mutual need, respect for others' opinions, cooperation, mutual help, and social responsibility (Indiastuti, 2014).

From these explanations of social solidarity, student solidarity can be understood as the form of social solidarity that arises among students. Many factors influence student solidarity, such as shared regional backgrounds. Additionally, student solidarity can be affected by the social environment. A supportive environment, including strong leaders and cohesive peers, will quickly

or gradually cultivate individuals who prioritize collective interests over personal interests (Simamora & Irwan, 2021). A leader who can issue directives oriented toward the common good will make even the most “individualistic” students think twice before disregarding them (Simamora & Irwan, 2021).

A survey distributed to 62 research samples found that the average level of solidarity among Social Science Education students was 73.35. This is considered high, as it approaches the maximum value of 103. A noticeable difference can be seen in the solidarity levels between classes. Class A's solidarity is lower than that of Class B, with scores of 73.0968 and 73.6129, respectively. This difference may stem from a Class A respondent's acknowledgment that Class A tends to be more individualistic and exhibits more competitive, rather than cooperative, interactions (Umam, 2024). On the other hand, a respondent from Class B expressed that they often help one another, especially with assignments. Moreover, Class B prefers group work for assignments, as it allows them to discuss and determine answers together (Rahman, 2024). These results are also supported by observations showing that social solidarity aspects frequently appear, with a rate of 85.18%.

Results from a simple linear regression analysis using SPSS 22 indicate that intellectual intelligence affects the social solidarity of 2021 Social Science Education students. This is shown by the calculated t-value of 4.828, which is greater than the critical t-value of 2.000. Additionally, the resulting significance value is 0.000, which is less than 0.05. With these results, H1 is accepted, and H0 is rejected. These findings align with previous research, such as the study by Tintin Hartini, which found a positive relationship between intellectual intelligence and students' social behavior (Hartini, 2017). This study also supports Albert Bandura's social-cognitive theory, which states that cognitive factors play a role in the modeling process (Mubin et al., 2021). Those with high intellectual intelligence can enable individuals to not only mimic others' behaviors mechanically but also understand the meaning and purpose of these behaviors within a broader social context. They can see how specific behaviors align with certain situations or environments and quickly adjust their actions to fit social norms.

Conclusion

The average intellectual intelligence of 2021 Social Science Education Program students is 68.91, which is close to the maximum score of 103, indicating a high level. Additionally, the social solidarity of 2021 Social Science Education Program students has a mean of 73.35, also considered high as it approaches the maximum score of 126. The average intellectual intelligence score for Class A is 65.7097, while Class B's average is 72.1920. The average solidarity score for students in Class A is 73.0968, while for Class B it is 73.6129. These results are also supported by interviews and observations showing that Class A has lower intellectual intelligence compared to Class B. Additionally, the solidarity of Class A students is also lower than that of Class B, meaning that Class B is more cohesive and solid, whereas Class A is more individualistic.

Hypothesis testing results show a relationship between intellectual intelligence and student solidarity. This relationship is positive, meaning that higher intellectual intelligence correlates with higher student solidarity. This is evident from the coefficient value (b) of 0.436. Furthermore, from the simple linear regression analysis, the t-value obtained is 4.828, which is greater than the critical t-value of 2.000. Additionally, the significance result of 0.000 is smaller than the threshold of 0.05. Based on these results, H_a is accepted, and H_o is rejected.

Suggestion

Based on the conclusions above, the researcher suggests that the IAIN Madura Campus in general and the library in particular add literature both regarding intellectual intelligence and student solidarity. Apart from that, the researcher suggests that future researchers use a wider scope, for example faculties or campuses. Finally, the researcher suggested that the Social Science Education Program be able to develop both academic and non-academic programs that can encourage interaction and collaboration between students. Researchers also hope that study programs can choose effective and inclusive learning methods to accommodate students' levels of intellectual intelligence.

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