

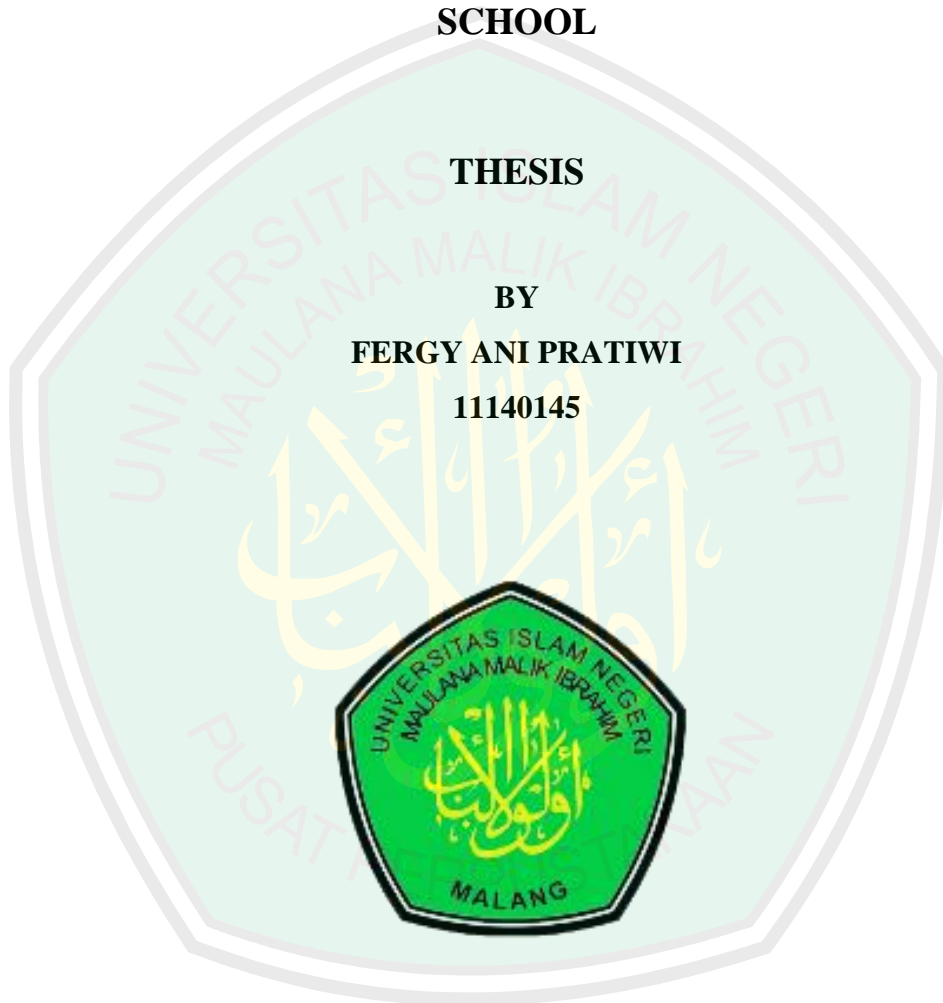
**THE RELATIONSHIP of WATCHING TELEVISION
PROGRAM INTENSITY toward STUDENT'S
INTERPERSONAL SKILL ON 4th and 5th GRADE STUDENTS
in NURUL HIKMAH MALANG ISLAMIC ELEMENTARY
SCHOOL**

THESIS

BY

FERGY ANI PRATIWI

11140145



**DEPARTMENT OF ISLAMIC ELEMENTARY TEACHER EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
NOVEMBER, 2015**

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SCHOOL**

*Presented to Faculty of Tarbiyah and Teaching Sciences
of State Islamic University of Maulana Malik Ibrahim Malang
in partial fulfillment of the requirement
for the degree of Sarjana Pendidikan (S.PdI)*

**BY
FERGY ANI PRATIWI
11140145**



**DEPARTMENT OF ISLAMIC ELEMENTARY TEACHER EDUCATION
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MALANG
NOVEMBER, 2015**

APPROVAL SHEET

THE RELATIONSHIP of WATCHING TELEVISION PROGRAM
INTENSITY toward STUDENT'S INTERPERSONAL SKILL ON 4th
and 5th GRADE STUDENTS in NURUL HIKMAH MALANG
ISLAMIC ELEMENTARY SCHOOL

THESIS

BY

FERGY ANI PRATIWI

11140145

Approved by,

Advisor:

Dr. Esa Nur Wahyuni, M. Pd.

NIP. 197020306 200801 2 010

Acknowledged by,

The Head of Islamic Elementary Teacher Education Program

Dr. Muhammad Walid, MA

NIP. 197308232000031002

DEDICATION PAGE

By reciting Bismillah and Alhamdulillah, I dedicate this my little work to:

1. My Beloved Father and Mother, Suwardi and Nur Lathifah who is always extend in me with all of their affection which never ever break up, who always remember me in every prayer, loved me, guiding me, educate me, scold me, advising me, strengthen me, and protect me. You are always there for me, those who work hard day and night for the sake of me, no other. And with all due respect I say thousand words of gratitude and affection that there is no immeasurably to my beloved father and mother. May Allah Bless you and repaid all of your kindness to me, more and more. Amiiin.
2. My beloved brother Bambang Surya Alam who secretly has made me as his inspirator. Thank you very much for all the support and prayers that you had always given to me. May you be a far better person many times in the future than me. Amiiin.

MOTTO

لَوْ كَانَ الْعِلْمُ يُدْرِكُ بِالْمُنَى مَا كَانَ فِي الْبَرِيَّةِ جَاهِلٌ

**“... Andai Ilmu Itu Dapat Digapai dengan Angan-angan,
maka Tidak Akan Ada Orang Bodoh di Daratan...”**

...Apabila kamu melewati taman-taman surga, minumlah
hingga puas.

Para sahabat bertanya, “Ya Rasulallah, apa yang
dimaksud taman-taman surga itu?”

Nabi SAW menjawab, “Majelis-majelis Ta’lim.” HR. Ath-
Thabrani...

“...Doa-doa dari Mereka yang Menyayangimu Akan Senantiasa Menguatkanmu...”

شوق في قلبي ملئ الفؤاد

Dr. Esa Nur Wahyuni, M. Pd.
The Lecturer of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Fergy Ani Pratiwi
Appendixes : 4 (four) Exemplar

Dear,
The Dean of Faculty of Tarbiyah and Teaching Training
State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamualaikum, wr wb

After carrying out at several times for guidance, both in terms of contents, language and writing techniques, and after reading the following thesis:

Name : Fergy Ani Pratiwi
NIM : 11140145
Program : Islamic Elementary Teacher Education
Title of Thesis : The Relationship of Watching Television Program Intensity
toward Student's Interpersonal Skill on 4th And 5th Grade
Students in Nurul Hikmah Malang Islamic Elementary School

As the advisor, we argue that this thesis has been proposed and tested decent.
So, please tolerate presence.

Wassalamualaikum, wr wb

Advisor,

Dr. Esa Nur Wahyuni, M. Pd.
NIP 197020306 200801 2 010

CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled *The Relationship of Watching Television Program Intensity toward Student's Interpersonal Skill on 4th and 5th Grade Students in Nurul Hikmah Malang Islamic Elementary School*. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, October, 2015

Fergy Ani Pratiwi

PREFACE

Alhamdulillah Praise to Allah SWT who has give mercy, taufiq and guidance, so that the writer can finish this thesis with the title “*The Relationship of Watching Television Program Intensity toward Student’s Interpersonal Skill on 4th And 5th Grade Students in Nurul Hikmah Malang Islamic Elementary School*”.

Blessings and greetings always praised to the Prophet Muhammad, the family, friends and his followers who have brought the truth to whole human that al-Deen Islam that we expect his syafa’ah in the world and in the hereafter.

The writing and preparation of this thesis is intended to complement the overall activity of students that have been declared by the State Islamic University of Maulana Malik Ibrahim Malang as a form of accountability author became Students in Islamic University of Maulana Malik Ibrahim Malang and to meet one of the requirements to obtain a Bachelor Degree of Education of Islamic Elementary Teachers in Islamic University of Maulana Malik Ibrahim Malang.

The writer are fully aware that the limited capacity and lack of experience, many obstacles and difficulties encountered in the preparation of this thesis. By finishing this thesis, the writer do not forget to say gratitude to all those who provide direction and guidance in the preparation of this scientific work, with all humility, the writer say thank you to:

1. My Beloved Mother and Father, Nur Lathifah and Suwardi who always be in My Side, Never step aside, and will be always in My Heart. Thank you very much for your kindness, the pray, and your support when no one wish ever

behind me, when i was stumble and fall, you are always be there. I'll never be able to repay it. I love you so much Mom and Dad.

2. My only one little brother, Bambang Surya Alam. I love you so much. Wish you will be better than me in the future. I am sorry if I can't be a good sister for you all these time.
3. Abah Yai Suyuthi Asyrof and family as my second parent who has educate my mind, mental, and soul with all of his advices, motivations, and love. Thank you very much for your patient.
4. Gus Dimas Khoirul Fahmi, who always pray for us to always be given the smoothness and ease in working this under graduate thesis. I say thank you very much for the pray and being my unpredictable inspiration.
5. The Government of the Republic of Indonesia for their wisdom that today finally I could go to school, thanks to its Bidikmisi scholarship program.
6. Prof. Dr. H. Mudjia Rahardjo, M.Si as Rector of State Islamic University of Maulana Malik Ibrahim Malang.
7. Dr. H. Nur Ali, M.Pd, as Dean of Tarbiyah and Teaching Training Faculty.
8. Dr. Muhammad Walid, M.A, as Chairman of Islamic Elementary Teacher Program.
9. Dr. Esa Nur Wahyuni, M.Pd, as advisor who has provided direction and guidance until this thesis is completed.
10. Lecturers of State Islamic University of Maulana Malik Ibrahim Malang who has guided the writer during the learning in this university.

11. Teachers and employees of Nurul Hikmah Malang Islamic Elementary School who have provided the opportunity for the writer to conduct research at the institute there, especially for Mr. Sholikhin, S. PdI as the headmaster of Nurul Hikmah Malang Islamic Elementary School.
12. Students of 4th and 5th grade in Nurul Hikmah Malang Islamic Elementary School year 2015/2016 which helped the course of this research.
13. My beloved best friend on ICP Class 2011, who always cooperate, discuss and fight together in carrying out this study and always provide motivation and a lot of valuable experience especially for Soviana Idayanti, Esa Nur Faizah, Eva Nur Diana, Lathifatul Maulida, Maulida Fikria Nasol, and Siti Aisyah.
14. My beloved best friend on Al-Mubarak Boarding School, Nurul Badriyah, Fatimatuz Zahrah, dek Queen Rizki Ramadhani, dek kitfail, dek Laila Maulatul Haq (dek brekele), adk Nurul Hidayati, dek Amanatul Jannah (Little Aom-am), dek Nur Sholikha (My Kin Chan), and mbak Jurkam. But my special thanks is just for A-6 Members which always supporting and motivating me, that are mbiks nduns, mbiks lel, Big Z (benyuk), menyukai, uy-uy ayin, dek nisfi finsi, drupi dur pidu, dek putri Bangka Belitung, Intan Mashitah, dek firda, bro nep, and our new member bang Edu as our son brother in law, nisa' alay, and Kharisma.
15. Special thanks are for Ainun Nur K. as My First Helper, Saikhu Ahmad, and Hasan as My last Helper. Thank you very much for your humble.

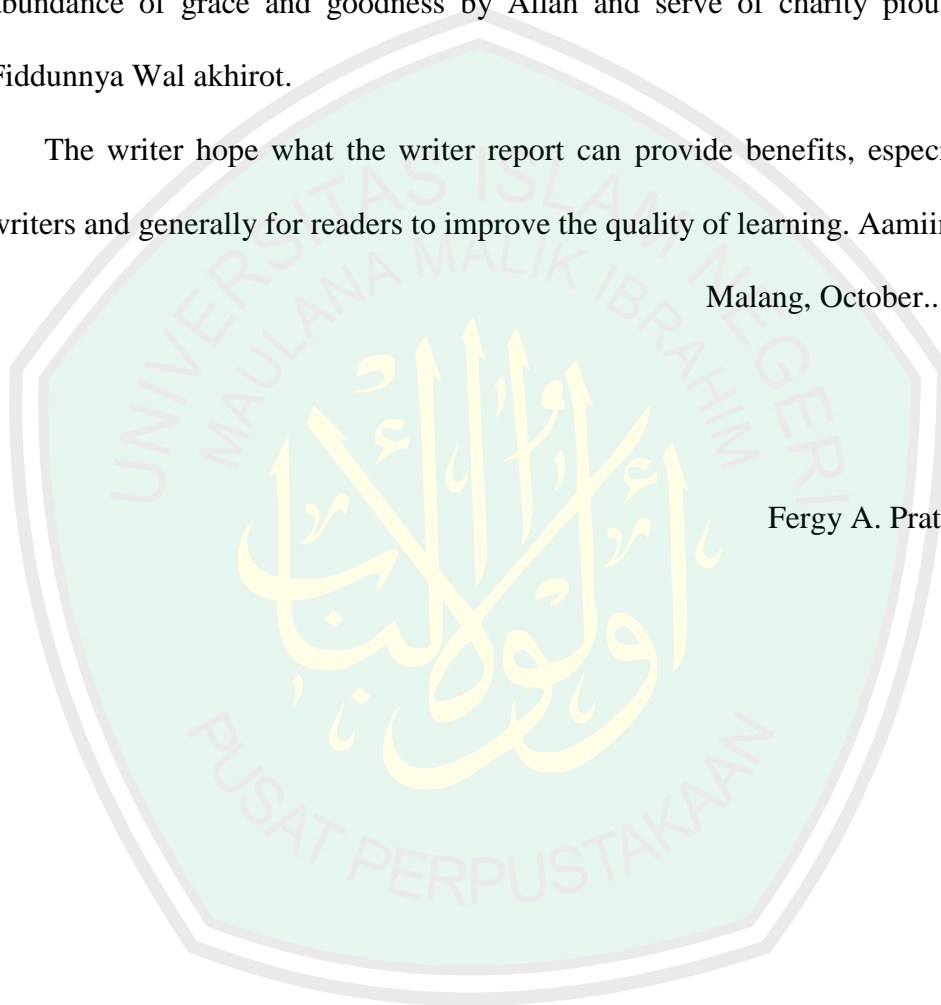
16. All those who have helped in the completion of this thesis, which can not be mentioned one by one.

Hopefully all the help and motivation given to writer will be rewarded with an abundance of grace and goodness by Allah and serve of charity pious useful Fiddunya Wal akhirot.

The writer hope what the writer report can provide benefits, especially for writers and generally for readers to improve the quality of learning. Aamiin.

Malang, October... 2015

Fergy A. Pratiwi



GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Religious Affairs and the Minister of Education and Culture number. 158 year 1987 and number. 0543 b/U/1987 can be broadly described as follows:

A. Letter

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أو = Aw

أي = Ay

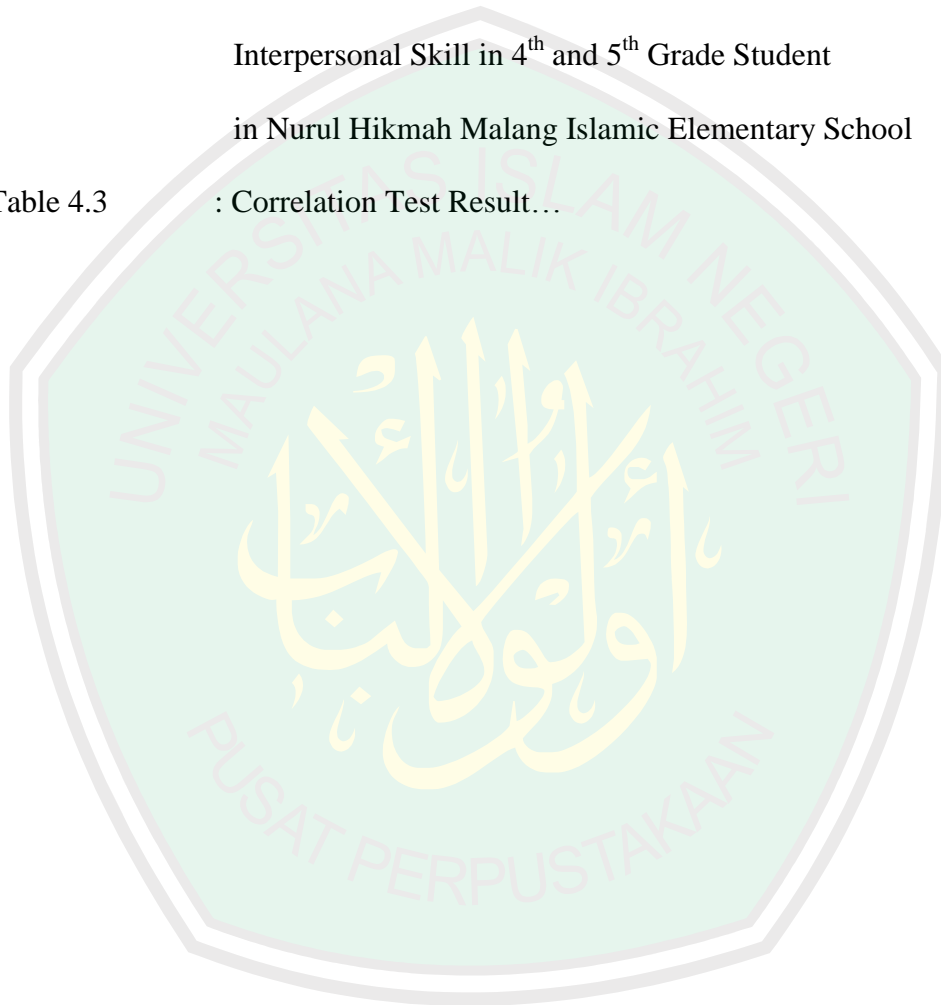
أو = û

إي = î

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ABSTRACT

Pratiwi, Fergy Ani. 2015. *The Relationship of Watching Television Program Intensity toward Student's Interpersonal Skill on 4th and 5th Grade Students in Nurul Hikmah Malang Islamic Elementary School*. Thesis, Department of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Maulana Malik Ibrahim Malang. Supervisor: Dr. Esa Nur Wahyuni, M.Pd.

Interpersonal skill is capacity to detect and respond appropriately to the moods, motivations, and desires of others. Watching television program intensity is how much time needed by the student on watching television. The intensity of watching television program intensity is an influencing factor of 4th and 5th grade student's interpersonal skill in Nurul Hikmah Malang Islamic Elementary School. To determine the relationship of watching television program intensity toward student's 4th and 5th grade interpersonal skill in Nurul Hikmah Malang Islamic Elementary School, the researcher made a research toward these students.

This research is aims to: (1) Find student's intensity of watching television programs. (2) Find how is grade of student's interpersonal skill. (3) Find is there any relationship between watching television program intensity toward student's 4th and 5th grade interpersonal skill in Nurul Hikmah Malang Islamic Elementary School. Research considered variables are: (1) Independent variable is student's intensity of watching television. (2) Dependent variable is student's interpersonal skill.

From the data analysis result and after correlated acquired that Sig_{count} is 0.077 by using SPSS version 16.0 with total sample is 62 respondent. This result shows that there is no relationship of watching television program intensity toward student's interpersonal skill on 4th and 5th grade ($Sig_{count} > Sig_{table}$ yakni $Sig_{count} = 0.077 > Sig_{table} = 0.050$) or H_0 is accepted and refused H_a .

The absence of watching television program intensity toward student's interpersonal skill is possibly because at those age children usually spend more time to play with peers, taking a nap, doing their homework so their parent forbid them to watch television, sleeping in time because tomorrow they have to school, learning Islamic study or reading holy quran in TPQ after ash prayer or maghrib, etc.

Based on this research, the researcher suggests several things: (1) the importance of an awareness of guidance for teacher to their students about the danger or negative effect of watching television. The understanding of the danger of watching television would also assist in minimizing their tendency to spend their time in watching television at home. So that they would not be affected to the suggestion given by the television broadcast. (2) Teacher need to improve student's interpersonal skill

through educational activities that requires a teamwork, so the student would try to unify their differences into one unity to create harmony.

Keyword: Interpersonal skill and Watching Television Program Intensity



مستخلص البحث

فرتوي، فرغي أني، 2015، علاقة برنامج شهادة التلفز لمعرفة مهارة الشخصية لطلاب فصل الرابع و الخامس بمدرسة الابتدائية نور الحكمة مالانج، بحث الجامعي، شعبة التربية المدرسة الابتدائية، جامعة مولانا مالك إبراهيم الاسلامية الحكومية. المشرفة : الدكتور أسي نور وحيوني الماجستير.

كلمة الرئيسية : مهارة الشخصية، وشدة شهادة برنامج التلفز.

مهارة الشخصية هي قدرة الإنسانية في الكشق والإجابة عن شعور القلب، والحث من الإرادة الأخر. شدة شهادة برنامج التلفز هي كثرة الوقت لشهادة بالطلاب في التلفز عن برامجها. وعوامل من شدة شهادة برنامج التلفز هذه يتعالت بمهارة الشخصية الطلاب لترقية قدرة الطلاب فصل الرابع و الخامس بمدرسة الابتدائية نور الحكمة مالانج.

كتبت الباحثة هذا البحث الجامعي هي : (1) لمعرفة شدة شهادة برنامج التلفز للطلاب. (2) لمعرفة قدرة مهارة الشخصية الطلاب. (3) لمعرفة علاقة بين برنامج شهادة التلفز و مهارة الشخصية الطلاب فصل الرابع و الخامس بمدرسة الابتدائية نور الحكمة مالانج. ومتغيرات البحث التي إستخدمت الباحثة هي : (1) متغير الحري هو شدة شهادة برنامج التلفز للطلاب (2) ومتغير المتعلق هو قدرة مهارة الشخصية الطلاب.

نتائج تحليل البحث من ارتباط مسألة البحث يعرف ب Sig. معظم 0,077 باستخدام spss versi 16.0 والحاصل يعرف نتائجه لا يجد علاقة بين برنامج شهادة التلفز و مهارة الشخصية الطلاب فصل الرابع و الخامس بمدرسة الابتدائية نور الحكمة مالانج،

H_0 (الحاصل أن $Sig_{hitung} > Sig_{table}$ yakni $Sig_{hitung} = 0.077 > Sig_{table} = 0.050$) يقابل ويرد H_a . معرفة لا وجود العلاقة برنامج شهادة التلفز لمهارة الشخصية الطلاب فصل الرابع و الخامس بمدرسة الابتدائية نور الحكمة مالانج بسبس أن الطلاب يقضي أوقاتهم للعب، والراحة في النهار، ويعمل الواجة اليومية، ويمنع أباءهم عن نظرية التلفز وغيرها.

عسي أن يكون البحث(1) ينفع للأساتيد والأباء عن معرفة ضرورية نظرية التلفز ويستطيع أن يعطي التربية للطلاب وأولادهم ما فائدة منها. (2) الأساتيد لابد أن يرقّ مهارة الشخصية الطلاب من أنشطة التربية والتعليم الجيدة لبناء البيئة الحسنة ويوحد بين الطلاب والأخر.



ABSTRAK

Pratiwi, Fergy Ani. 2015. *The Relationship of Watching Television Program Intensity toward Student's Interpersonal Skill on 4th and 5th Grade Students in Nurul Hikmah Malang Islamic Elementary School*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu Tarbiyah dan Keguruan, Uin Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Esa Nur Wahyuni, M.Pd.

Keterampilan Interpersonal adalah kapasitas seseorang dalam mendeteksi dan merespon secara tepat suasana hati, motivasi, dan keinginan orang lain. Intensitas menonton program televisi adalah seberapa banyak waktu yang dihabiskan oleh siswa dalam menonton tayangan televisi. Intensitas menonton tayangan televisi merupakan faktor yang berpengaruh terhadap tingkat keterampilan interpersonal siswa kelas 4 dan 5 MI Nurul Hikmah Malang. Untuk mengetahui hubungan antara intensitas menonton tayangan televisi terhadap tingkat keterampilan interpersonal siswa Kelas 4 dan 5 MI Nurul Hikmah Malang, dilakukan melalui jalan penelitian terhadap siswa tersebut.

Penulisan ini bertujuan untuk: (1) Mengetahui sejauh mana intensitas menonton tayangan televisi siswa, (2) Mengetahui sejauh mana tingkat keterampilan interpersonal siswa, (3) Mengetahui adakah hubungan antara intensitas menonton tayangan televisi terhadap keterampilan interpersonal siswa kelas 4 dan 5 MI Nurul Hikmah Malang. Variabel-variabel penelitian yang diperhatikan adalah: (1) Variabel bebas yaitu intensitas menonton tayangan televisi siswa, (2) Variabel terikat yaitu tingkat keterampilan interpersonal siswa.

Hasil dari analisa data tersebut dan setelah dikorelasikan dapat diketahui bahwa ternyata diperoleh Sig. sebesar 0.077 dengan menggunakan spss versi 16.0 dengan sampel sebanyak 62 responden. Hasil tersebut menunjukkan bahwa tidak adanya hubungan antara Intensitas menonton televisi terhadap tingkat keterampilan interpersonal siswa kelas 4 dan 5 ($Sig_{hitung} > Sig_{table}$ yakni $Sig_{hitung} = 0.077 > Sig_{table} = 0.050$) atau H_0 diterima dan menolak H_a .

Tidak adanya hubungan antara intensitas menonton program televisi terhadap tingkat keterampilan interpersonal siswa dimungkinkan karena pada usia tersebut anak lebih sering menghabiskan waktunya untuk bermain bersama teman sebaya, tidur siang, mengerjakan tugas sekolah sehingga dilarang oleh orang tua mereka untuk menonton televisi, tidur di awal waktu karena mereka besok masih sekolah, mengaji setelah sholat ashar atau maghrib, dll.

Berdasarkan hasil penelitian ini, peneliti menyarankan beberapa hal: (1) Pentingnya sebuah kesadaran akan sebuah bimbingan bagi para guru terhadap siswa mereka tentang bahaya televisi. Pemahaman akan bahaya menonton televisi juga akan

membantu dalam meminimalisir kecenderungan mereka dalam menghabiskan waktu dengan hanya menonton televisi di rumah. Sehingga mereka tidak akan terpengaruh terhadap sugesti yang diberikan oleh siaran televisi. (2) Guru perlu meningkatkan keterampilan interpersonal siswa melalui aktivitas yang bersifat edukatif dan memerlukan kerja tim, sehingga siswa akan berusaha menyatukan perbedaan mereka menjadi satu kesatuan dan menciptakan harmoni.

Kata kunci: Keterampilan Interpersonal dan Intensitas Menonton Program Televisi



CHAPTER I

INTRODUCTION

A. Background

As we know that the development of Indonesian television world today is very rapidly. Television and children are living phenomenon that swept across the world. The children are one of the television media consumers whose the population is plenty. As a community that is very large and heterogeneous, of course children should receive serious attention. Moreover, in terms of economic, children community are not passive spectators so as worthy of being the target of broadcasting and its existence must be taken into account.

To reach a wider audience segmentation, so that all television broadcasters seems to compete each other to try on design a variety of specific broadcast programs. Social considerations are children community also entitled to get an entertainment or information, as well as adults. And from the commercial considerations, their community is a very potential market for various products and information offered by the television.

However, the design of children broadcast programs is need to be has an earnest attention and more careful considering about their limited reasoning even though they have reached school age (6-12 years old). Cause basically the psychosocial development of the children of school age shows that they have

obtained various skills and abilities. They also have the knowledge about what will they do and how they will do it. But if they fail to do something, then they will immediately feel inferior.

At the age of highly susceptible to everything new, children are very easy to being infected with a variety of issues, teaching, and misleading information. Without controlling on the quality of the broadcast, children will be targeted by the irresponsible television program. So, these etiquette is important to be emphasized on designing children television programs.

As a growing communications media television is the only audio-visual media that presents a sound medium capable of simultaneously drawing that can makes the children sit for hours in front of the television screen to watch their favorite shows. So according to Drs. E. B. Surbakti, M.A. "Consciously or not, the television media has formed and lead to the dependence so that his presence seemed to enliven the atmosphere."¹

He also stated that the great influence of television media is appear on a person's ability to change the pattern of family life, eating, shopping, sleeping, waking, resting, thinking, feeling, and even how they spend leisure time.²

Television media as suggested by Doerken that the influence of television is very strong towards children's attitudes and behavior, for example, how they

¹ Surbakti, E.B., *Awat Tayangan Televisi* (Jakarta: Gramedia, 2008), Pg. 45

² *Ibid.*

dress, feeling, thinking, and also regarding their condition, psychomotor, and moral sphere.³

In another book is also mentioned that if the child is left free as free as it could be on using electronic media such as TV and game, it will affect the formation process of connections in nerve cells. If the formation of these connections has a positive value in learning and supporting useful capabilities it will becomes good. But many programs in various television stations are not educational with a much larger portion. As for the programs that are educational and fit is rare. With this kind of condition, what will happens to the growth and their ability to learn later?⁴

According to Susan R. Johnson, MD, a pediatrician from San Fransisco and ever explore about the science of child health that related to their behavior and development "Hundreds of children are difficult on concentrating at work and perform coarse and fine motor movements. Most of them are difficult in dealing with the adult age group "she said. At first she suspected that it was the result of television shows that often shows violence programs (especially cartoons) and all of the advertising are directed to them. But, since the recent birth of her son six years ago, she was confronted with the real impact is. When her son playing outside, her son could be passionate at a small star or insects, make a toy from twigs and stalk, or playing water and sand. He looked so peaceful with himself,

³ Doerken (1983) cited in Surbakti, E. B., *Awas Tayangan Televisi* (Jakarta: Gramedia, 2008), Pg. 45

⁴ Sutan surya, *Melejitkan Multiple Intelligence Anak Sejak Dini* (Yogyakarta: Penerbit Andi, 2006), Pg. 105.

his body and his environment. But once in front of the television, he does not pay attention to his surrounding environment at all.⁵

The statement above is indirectly explained that television has present the shows or programs that can make children addicted and apathy towards their environment. The information presented in available television programs will form a stronger connection if done repeatedly. Even surprising information can be traumatizing.⁶ For example, the cases of abduction and mutilation could have made the children reluctant or too afraid to go to school or even leave the house.

It is also accordance with those described in the book of "*multiple intelligence*" that repeated TV show will be formed a certain memories and dictate someone behavior. Cause basically, the images that are available in a television program that changes rapidly in every 5-6 seconds on a show and 2-3 seconds on the advertisement would make the thinking brain does not have a chance to process the image. Though the thinking brain needs to takes 5-6 seconds to process the image to obtain stimulus.⁷

Indeed, in addition to being an educational media television also become as mass media communication. Cause the television is also one of the mass media communication, then it implies that the television will present news and interesting programs with a new languages that also may often rare to hear.

⁵ *Ibid.*,Pg. 105-106

⁶ *Ibid.*,Pg. 106

⁷ *Ibid.*,Pg 106 dan 107

It also happens to the students of 4th and 5th grade in Nurul Hikmah Islamic Elementary School. In Piaget's cognitive theory has explained that in those age children have been able to think logically about concrete events and be able to classifying objects into different shapes. And along with the development of their thinking, will be followed by other qualitative developments such as the adjustment method shown in each stage in order to be accepted by the environment.

In Nurul Hikmah Malang Islamic Elementary School, the author noticed that most of the students have reach 8-10 years old. And in this age they are directly has been in operational concrete stage. Moreover, almost all of them also have television in their home. With its own various influence that may occur, with any different intensity, television may also impact indirectly toward students interpersonal skill.

The researcher found that they are very active in class. Their activeness here is rather than in terms of subjects, but they are fun to their own crowded and often teasing their friends, throwing papers, playing himself, crowded themselves, even walking around the class. Their relationship looks so intimate each other, so it does not seem awkwardness between boys and girls when they are asking slurs.

Meanwhile, the reason why the researcher chose 4th and 5th grade are it be the right level of transition. While if the researcher chose grade of 1st, 2nd, and 3rd as

the subject of the research, the researcher will find difficulty because they are still at preoperational concrete level. And if the researcher chose the 6th grade, the difficulty is they have to focus on national exam preparation.

Based on the explanation above, the reseacher is interested in studying about:

"The Relationship of Watching Television Programs Intensity Toward Student's Interpersonal Skill on 4th and 5th Grade Students in Nurul Hikmah Malang Islamic Elementary School".

B. Problems of the Research

Based on the background above, the problem formulation in this research are:

1. How is student's intensity of watching television programs?
2. How is grade of student's interpersonal skill?
3. Is there any relationship of watching television programs intensity toward student's interpersonal skill on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School?

C. Objectives of the Research

Based on the problem formulation above, the objectives of this research are:

1. To find student's intensity of watching television programs.
2. To find how is grade of student's interpersonal skill.

3. To find is there any relationship of watching television programs intensity toward student's interpersonal skill on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School.

D. Significances of the Research

Based on the background above, the significances of this research are:

1. For institutions

- a. Hopefully this research will be used as one of the considerations in policy-making related to the students learning process in order to create a more competent learning process.
- b. In addition, this research is also expected to be able on improving teacher's professionalism and competence in dealing with the learners in fifth grade.
- c. Through this research, hopefully there are any meaningful effort and awareness to the formation of student interpersonal intelligence in fifth grade through teaching and learning activities.

2. For the development of science

Along with the times, the challenges in every era will be also different. Hopefully this study later can be reviewed and used as one of the reference in similar studies.

3. For the author

- a. As a prospective teacher, this study is expected to increase the competence of the educators on facing the student. That is by selecting the model,

design, strategy, and media that appropriate to the learning styles of learners.

- b. The authors are expected to be able to increase the interpersonal intelligence of the students.

E. Originality of the Research

So far there are few previous research according to researcher that has little similarity in common with the research that will be conducted by the researcher itself, that are including the study conducted by Eva Teguh Susilowati, student of the State Islamic University of Maulana Malik Ibrahim Malang majoring in Psychology 2010 with the title of the thesis "*Hubungan Minat Menonton Tayangan Film kartun laga di televisi dengan agresivitas siswa SDN Ngimbangan Palang Tuban*"⁸. In this research Eva, just focus on the interests of watching cartoons toward student aggressiveness action as the main variable. While the researcher focuses on the television program toward students' interpersonal intelligence. If the research that conducted by Eva just focus on non-news broadcast which in this case is a cartoon, then the study of the researcher did not just focus on the non-news broadcast (drama, music, general lighting, and events that are not have political and strategic value like cartoon action mentioned above) but also the news. The next difference is if the research that conducted by Eva aggressiveness of the students became the dependent variable, then the dependent

⁸ Eva Teguh Susilowati, *Hubungan Minat Menonton Tayangan Film kartun laga di televisi dengan agresivitas siswa SDN Ngimbangan Palang Tuban*, (Malang: UIN Maulana Malik Ibrahim Malang, 2010).

variable of this research is student interpersonal intelligence. While the sameness of these two researches is make television program become one of the objects study.

Research that conducted by Yunda Ilham Christina, a student of Islamic Education (PAI) 2012 with the title of the thesis "*Pengaruh Intensitas Menonton Tayangan Infotainment Terhadap Prestasi PAI Siswa Kelas XI SMAN 1 Sumberpucung*"⁹. In this research is not much different with the first research. If Yunda only focuses on the intensity of watching infotainment (non-news broadcasts), then the researcher focused on both the news and non-news. If student achievement on Islamic Education become the dependent variable in the study that conducted by Yunda, then the dependent variable of the researcher itself is student interpersonal intelligence. While the thing that become sameness in this present research are equally makes television programs as one of the areas of research studies.

Research that conducted by Putu Ayu Suandari, students majoring in Nursing, Faculty of Medicine (FK), University of Brawijaya 2013 with the title of the thesis "*Pengaruh Tayangan Televisi Terhadap Perilaku Agrasif Pada Anak Prasekolah Di TK Dharma Wanita Kelurahan Sitirejo Kecamatan Wagir Kabupaten*

⁹ Yunda Ilham Christina, *Pengaruh Intensitas Menonton Tayangan Infotainment Terhadap Prestasi PAI Siswa Kelas XI SMAN 1 Sumberpucung*, (Malang: UIN Maulana Malik Ibrahim Malang, 2012).

Malang”.¹⁰ Researchers guess there is little similarity between this research with the research that conducted by Eva Teguh Susilowati. Both of them make aggressiveness as their variable dependent. However, if Eva focuses on cartoon action television program, then Putu does not specify what kind of television program into her research area. By the researchers themselves, the differences are in the presence or absence of what TV shows, and on what television that become focus area of the study, as well as the dependent variable of each researcher is also different. If Putu focuses on aggressiveness, then the researcher is the interpersonal intelligence.

From three studies above, the three did not specify the television station that becomes focus area of the study. By not explicitly mention wich television station that becomes focus area of the study, as well as the limited research that examines the influence of television programs toward students' interpersonal intelligence, then it becomes an interesting area to research.

Table 1.1 Originality Research

The Tittle	Similarity	Dissimilarity	Originality
Hubungan Minat Menonton Film Kartun Laga di Televisi dengan Agresivitas Siswa SDN Ngimbangan	1 Make television program as the object study.	1 Focus on the interests of watching cartoons toward student aggressiveness	1 The researcher focuses on the television program toward student's interpersonal

¹⁰ Putu Ayu Suandari, *Pengaruh Tayangan Televisi Terhadap Perilaku Agrasif Pada Anak Prasekolah Di TK Dharma Wanita Kelurahan Sitirejo Kecamatan Wagir Kabupaten Malang*, (Malang: Universitas Brawijaya: 2013).

Palang Tuban		<p>action as the main variable.</p> <p>2 Focus on non-news broadcast “Cartoon”.</p> <p>3 Aggressiveness as the dependent variable.</p>	<p>intelligence.</p> <p>2 Not only focuses on non-news broadcast, but also news.</p> <p>3 Interpersonal intelligence as the dependent variable</p>
<p>Pengaruh Intensitas Menonton Tayangan Infotainment terhadap Prestasi PAI Siswa Kelas XI SMAN 1 Sumberpucung</p>	<p>1 Make television program as the areas of research study.</p>	<p>1 Focus on the intensity of watching infotainment (non-news broadcasts).</p> <p>2 Student achievement on islamic education as the dependent variable.</p>	<p>1 The researcher focused on both the news and non-news.</p> <p>2 Student’s interpersonal intelligence as the dependent variable.</p>
<p>Pengaruh Tayangan Televisi Terhadap Perilaku Agresif Pada Anak Prasekolah Di TK Dharma Wanita Kelurahan Sitirejo Kecamatan Wagir Kabupaten Malang</p>	<p>1 Make television program as the areas of research study.</p>	<p>1 Student aggressiveness as the variable dependent</p> <p>2 Does not specify television program that becomes her research area</p>	<p>1 Student’s interpersonal intelligence as the dependent variable.</p>

F. Scope and Limitation of the Research

The scope of this research pervade of two variables that are:

1. One of independent variable, that is influence of watching television programs intensity, and
2. One dependent variable that is student's interpersonal skill.

Both of the variables above subsequently translated into several indicators based on the theories by the experts. Futher, the indicator above will be developed into some questions item that will be given to the students of 4th and 5th grade in Nurul Hikmah Malang Islamic Elemetary School. The description of research variable into indicator are shown in 1.2 table





Table 1.3
Favourable and Unfavourable Item of Watching Television Programs Intensity

Watching Television Programs Intensity	Item	
	Favourable	Unfavourable
1. How long on watching TV.	1	2
2. How often on watching Television.	3, 5, 7, 9, and 11	4, 6, 8, 10 and 12
3. Dependencing on watching TV.	13	14
4. Watching television untill late night.	15	16

Table 1.4
Favourable and Unfavourable Item of Interpersonal Skill

Interpersonal Skill Indicator	Item	
	Favourable	Unfavourable
1. Good verbal communication	1 and 3	2 and 4
2. Good non-verbal communication	5	6
3. Good listener for verbal message	7	8
4. Good listener for nonverbal message	9	10
5. Empathetic	11	12
6. Extroverted	13	14
7. Enjoy social events	15	16
8. Like to helping other people	17	18
9. Doing an appropriate action toward other needs.	19	20

G. Definitions of the Term

To avoid errors in understanding or interpreting the terms in the title, there is emphasis and discuss of the terms related to the title of the research include:

1. Watching television programs intency is how much time needed by the student on watching television.

2. Student's interpersonal skill is capacity to detect and respond appropriately to the moods, motivations, and desires of others.¹¹

H. Hypothesis of the Research

Adapun Hipotesis yang dirumuskan dalam penelitian ini yakni ada dua macam:

Ha: There is relationship of watching television program intensity toward student's interpersonal skill on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School.

Ho: There is no relationship of watching television program intensity toward student's interpersonal skill on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School.

¹¹ Armstrong, T. 2010. *Multiple Intelligence*. Northern Illinois University: Faculty Development and Instructional Design Center, hlm. 1

BAB II

LITERATURE REVIEW

A. The Concept of Interpersonal Intelligence

1. Interpersonal Intelligence

According to Howard Gardner's, interpersonal intelligence is "capacity to detect and respond appropriately to the moods, motivations, and desires of others"¹

Table 2.1 Interpersonal Intelligence

INTERPERSONAL INTELLIGENCE ²			
Learning Style and Preference	Description	Roles	Task, Activities, And Assessments
Other people's feelings	<ul style="list-style-type: none">▪ Ability to relate to others▪ Interpretation of behaviour and communications▪ Understands the relationship between people and their situations, including other	<ul style="list-style-type: none">▪ Advertising professionals▪ Care givers▪ Coaches and mentors▪ Counselors▪ Educators▪ Health providers▪ HR professional	<ul style="list-style-type: none">▪ Affect the feelings of others in a planned way▪ Coach or council another person▪ Demonstrate feelings though body language▪ Interpret mood from facial expressions▪ Mentor a new faculty member

¹ Amstrong, T. *Multiple Intelligence*. 2010 dan Howard Gardner. *Multiple Intelligences*. 2010 dalam Howard Gardner Theory Multiple Inteeligenes.pdf yang diterbitkan oleh Nothern Illionis University, Faculty Development and Instructional Design Center, facdev@niu.edu, www.niu.edu/facdev, 815.753.0595, Pg. 1

² Bussinessballs.com. Howard Gardner's Multiple Intelligences. 2009 dalam Howard Gardner Theory Multiple Inteeligenes.pdf yang diterbitkan oleh Nothern Illionis University, Faculty Development and Instructional Design Center, facdev@niu.edu, www.niu.edu/facdev, 815.753.0595, Pg. 8

	people.	<ul style="list-style-type: none"> ▪ Mediator ▪ Politicians ▪ Psychologists ▪ Sales-people ▪ Teachers ▪ Theapist ▪ Trainers 	
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Those who have strong interpersonal intelligence are good at understanding others people and gauging their emotions, motivations and intentions. This makes them very flexible in their approach and can therefore interact well with others. They are respected by others because they listen, which is followed up by acting upon the information which bring beneficial thing each other.

Special characteristics are:

- a. Good verbal communicator.
- b. Nonverbal communicators skilled; they are aware of the nonverbal messages they deliver.
- c. A good listener to both verbal and non-verbal messages.
- d. Have the ability to understand the intentions, motivations and desires of others.
- e. Empathetic.
- f. React appropriately to the needs of others.
- g. Confidence.
- h. Extroverted.
- i. Enjoy social events.

- j. Enjoy teaching and helping others.
- k. Learn best by working with others.
- l. Have the capacity to understand oneself.
- m. Able to appreciate the other person's feelings, fears and motivations.
- n. Intelligent discussion and debate.
- o. Creating positive relationships with others.
- p. Looking at the situation from a different side.
- q. Good in resolving conflicts within the group.

These characteristics have a profound effect on both social and professional relationships:

- a. Strong interpersonal intellect has good self-image, knows whether it is good or bad for them and they feel confident. State of mind allows for a peaceful state.
- b. Have the ability to establish relationships with other people quickly and easily.
- c. Ability to read other people's reactions and feel empathy. This allows others to feel understood, to relax and to move to a more constructive level.
- d. This process allows people to work effectively with others.
- e. Due to the strong social sensitivity, the person is liked by others and has healthy social surroundings.
- f. He/she socially influential and can persuade others.
- g. They usually choose professions that require high interpersonal skills.

Daniel Goleman refers EQ as able to “view, control, and evaluate emotions”. Howard Gardner said that after developing all aspects of intelligence, "involves having an effective working model of ourselves, and to be able to use this information to regulate our lives."

Analyzing the different intelligences such as give a clear impression of the importance of different characteristics and it is needed in life changes with many linkages, problem solving and situation of making decision.

B. The concept of Watching Television Programs Intensity

1. The Definition of Television

Television is an electronic media that is very familiar to the children, because a lot of movies that show interesting program for children.³ Miarso say that television is actually an electronic equipment, which is basically same as with the live image that includes pictures and sound.⁴ Television is a combination of image media which are political, informative, entertainment and education, or even a combination of the four elements.

Television is derived from two words are different in origin, that is *tele* (Greek) meaning Far, and vision (*videre* - Latin) which means vision. Thus television in English language is television interpreted with far viewing (*Melihat Jauh*). Far viewing here is interpreted with images and sounds that are

³ Putu Ayu Suandari, “Pengaruh Tayangan Televisi Terhadap Perilaku Agrasif Pada Anak Prasekolah Di TK Dharma Wanita Kelurahan Sitirejo Kecamatan Wagir Kabupaten Malang”, Skripsi, Fakultas Kedokteran, 2013, Pg.7

⁴ *Ibid.*.

produced in a place (television studio) that can be seen from the "other place" through a receiving device (television sets).⁵

2. Television Program

Technically defined as scheduling the television program or television broadcast planning from day to day (horizontal programming) and from hour to hour (vertical programming) every day.⁶

Meanwhile, according to Naratama in the book of "Sutradara Televisi: Dengan Angle Dan Multi Camera"⁷, said that the television program is a basic planning of a television show concept that will become the foundation of creativity and production design that will be divided into several main criteria adapted to the purpose and audience target of the program.⁸

Every day television stations present various types of programs with a huge number and very diverse types. Various types of programs that can be grouped into two major sections by the type that are:

a. Information Program

Information program is all kinds of broadcasts that the aim is to provide additional knowledge (information) to the public audience. Information program can be divided into two major parts, namely:

⁵ J. B. Wahyudi, *Media Komunikasi Massa Televisi*. (Bandung: Penerbit Alumni, 1986), Pg.49

⁶ *Pengertian Televisi Menurut Para Ahli*

(<http://ict.unimed.ac.id/ictfrm/media.php?module=topik&id=537> , diakses Kamis, 05 Maret 2015 jam 13.00)

⁷ *Ibid..*

⁸ *Ibid..*

1) Hard News

Are all important and or interesting information that must be broadcast by the broadcast media because it is must be shown in order to know by the audience immediately. Hard news story is divided into several forms, namely:

- a) Straight News (Direct News), means a short message (not detail) by simply presenting only the most important information that includes 5W + 1H to an event that was reported.
- b) Feature is lightweight yet exciting news. The understanding of "interesting" here is the information that is funny, quirky, weird, cause an admiration, and so on.
- c) Infotainment is news that presents information about the lives of those who were known to the public (celebrity), and most of them work in entertainment industry, such as a movie player / soap opera, singer, and so on.

2) Soft News

Are all important and interesting information conveyed in depth (depth), but is not to be immediately displayed. Programs that include into soft news categories that are:

- a) Current Affairs (News) is a program that provides information related to important news which appeared previously, but it full made and deep. For example, a program that presents the story of the life of the

community after getting a natural disaster struck (earthquake, tsunami).

b) Magazine, is a program that shows lightweight information but deep or with other meaning magazine is feature with a longer duration. Magazine more emphasis on interesting aspects of an information rather than aspects of importance.

c) The documentary is a program that aimed to learning process and education, but it's presented attractively. For example the documentary program that talking about a place, life, or history of a figure or community (eg, tribes), or the lives of animals in the pasture, and so on.

d) Talk Show (conversation) is a program that displays one or several people to discuss a particular topic that is guided by a host.

b. Entertainment Program

Are all forms of broadcast that aims to entertain the audience in the form of music, song, stories, and games. Programs that included in the entertainment category are:

1) Drama

Drama program is a show that presents the story of the life or figure of a person or persons (leaders) that played by the player (artist) which involving conflict and emotion. Television programs that including drama programs are:

- a) Electronic cinema (soap operas), a drama that presents the stories of various characters simultaneously.
- b) The film, here is a movie made by film companies.⁹

2) The Game

Game or game show is a program that involves some form of either individual or group of people competing to get something. Game programs can be divided into three types, namely:

a) Quiz show

This is the simplest form of the game where a number of participant competing to answer a number of questions. Quiz is a game that emphasizes the intellectual ability.

b) Dexterity

Participants in this game should show their physical ability or agility to pass divulging hindrance or obstacle or do a game that requires calculations and strategies.

c) The reality show

Reality show is a program that tries to present a situation of conflict, competition, or relationships based on actual reality.

⁹ Putu Ayu Suandari, *op.cit.*, Pg. 10

3) The Music

The music program can be displayed in two formats, the video clips or concerts. The music program on television today is largely determined by the ability of the artist on attracting the audience.¹⁰

3. Intensity of Watching Television

The word “*intensitas*” comes from English language that is intense which means spirit, enterprising.¹¹ Meanwhile, according to Nurkholif Hazim intensity is a roundness personnel deployed for an enterprise¹². So the intensity it can simply be defined as an attempt by someone with impassionedly to achieve goals. Word of intensity is closely associated with motivation, between the two are inseparable. Intensity is the reality of motivation in order to achieve the expected goals of increased achievement, for someone doing business with passion for their driving motivation of achievement. So, the intensity of watching television is level or frequency of watching television.

Siti Mariam quotes from Ibnu Sabil Agus Fatah, claimed that the intensity has several indicator¹³, those are:

- a. How long of watching television.

¹⁰ *Ibid.*, hlm.11

¹¹ Hassan Shadily and John M. Echols. *English Indonesian Dictionary*. (Jakarta: Gramedia Pustaka Utama, 1988), Pg. 326

¹² Nurkholif Hazim, *Teknologi Pembelajaran*. (Jakarta: Pustekom, 2005), Pg. 191

¹³ Siti Mariam, “*Korelasi Intensitas Menonton Televisi dengan Kedisiplinan Belajar Siswa MAN Tengarani Kecamatan Tengarani Kabupaten Semarang Tahun Pelajaran 2011/2012*”, Skripsi, Fakultas Tarbiyah, 2012. Pg. 5

- b. Frequent of watching television.
- c. The dependency of watching television.
- d. Watch television till late night.

4. Definition of watching television

The definition of watching television is an interesting action that can't be separated from the urge of each individual to enjoy what is aired by the television, or in other words action of watching television is one's consciousness to something related boost existing premises on within the individual so that one focus attention to the televised event with pleasure and feeling satisfied, so that viewers can enjoy what is aired by the television.

Watching means the activity to see something with a certain level attention.¹⁴ Watching television, as well as other consumption activities, is an active process, both among participant and participant with television, in which the audience is not just about taking a role as a party to actively choose a variety of media material available to them, but also active wear, interpret, and oversee (decoding) materials consumed.¹⁵ That is, watching television is not just activity of eyes the eye toward the screen, but its multidimensional.

5. Character of Television

As for some of the characters are owned by the television media, among others:

¹⁴ Sudarwan Danim, *Ilmu-ilmu Perilaku* (Jakarta: Bumi Aksara, 2004), Pg. 35

¹⁵ Morley, *Pemilihan dan Pengembangan media Video Pembelajaran* (Jakarta: Grafindo Pers, 1995), Pg. 54

a. Linear nature (one-way)

The character television media is that it is linear (one-way) although sometimes television organizing an interactive program that directly involving the audience which the aimed is just for certain purposes that are limited. Rest of it the organizers held a television broadcast without ever know the exact impact of an program to the audience. Linear effects often cause tension between broadcasters with the audience because of the differences in the interpretation or the interests behind an program.

b. Selection audience

In broadcast organizing, television media actually doing a selection to the audience. That is, each station television broadcasters have to choose their public audience. It is important to make them easier on designing a program based on the segmentation of the audience that they have set. That is the reason, there are many broadcasters broadcast music events for young people, sports, education, economics, or politics.

So that they can still exist in the midst of intense competition, every television broadcasters had to be observant on defining the target of audience segment broadcasts. On the other hand, the audience has to selecting their television station in accordance with the criteria they set. And selecting each other is a reasonable process to a process of communication.

c. The Range

Another important character is about the range of the broadcast. To convey the information it needs speed and the ability to reach the widest possible area. The more affordable coverage area, the less the amount required broadcasters. If the information passed from mouth to mouth, to reach remote areas takes a very long time. It was similar, when conveying an information to a millions people, will take many years. And when the information up to the final recipient, it may be the first recipient has forgotten its contents or information submitted does not up to date anymore. In addition, the information conveyed orally easily distorted by various constraints, such as language, memory, speaking ability, and so on. And television media is able to cope all of this because of its ability to reach out the wider community.

d. Segmentation

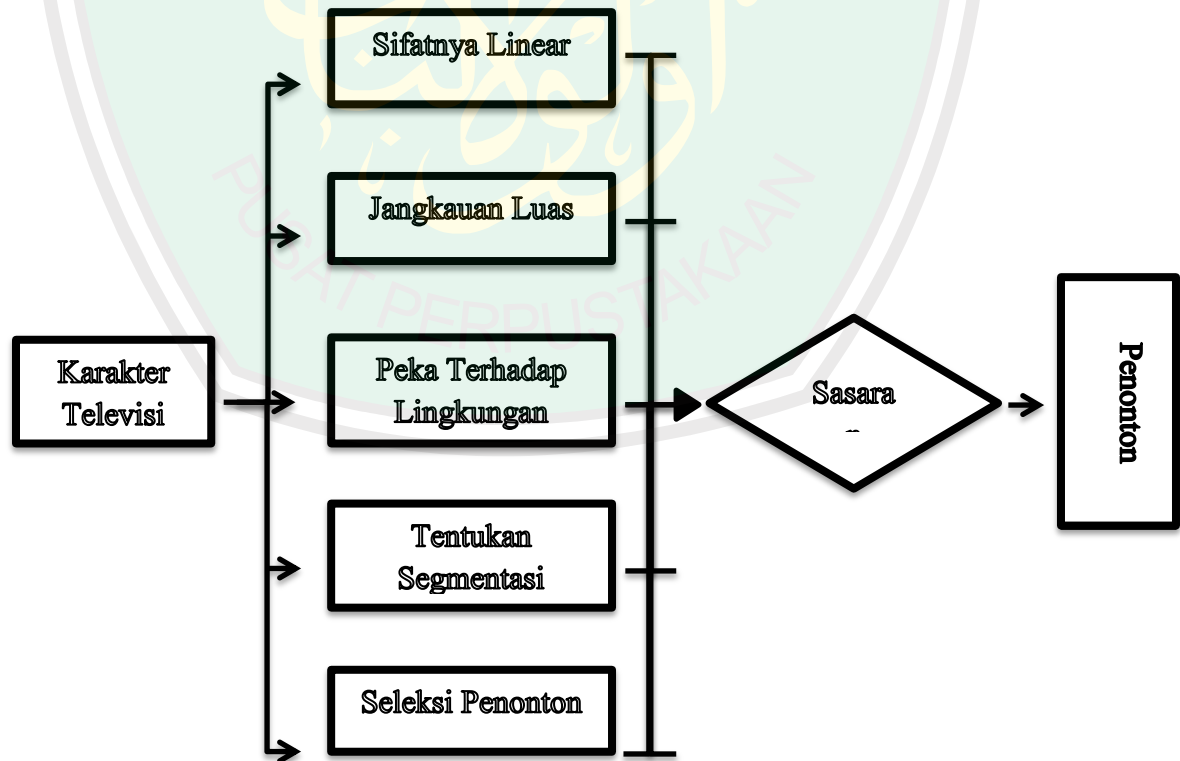
To reach the audiences effectively, television broadcasters must be specify the target audience segmentation broadcasts. Segmentation is facilitating the broadcasters on designing an appropriate program to the audience that they should select. For example, the display of product information about "anti-aging", addressed to the segmentation of the audience that in the middle-aged women who are psychologically much struggled in connection with their physical appearance that is increasingly

not beautiful to see anymore. They will disseminate this information so that people who had no interest will be encouraged to watch the show.

e. Environmentally sensitive

Television as a media of communication is required in order to be sensitive to environmental conditions it is located so that the interaction that they built with the community can take place without significant clash. Thus, television is not only give an influence to the environment, but also absorbing and releasing audience's aspiration.

Chart 2.1
Television Character



6. Functions of Television Program

In the book entitled “*Media Komunikasi Massa Televisi*” described that television as a media of mass communication, in general has five (5) main functions, namely:

- a. Education.
- b. Entertainment.
- c. Information / information.
- d. Advertising, and
- e. Selection.¹⁶

In the chart that contained in the book “*Awas Tayangan Televisi*” also described that television has four functions¹⁷, namely:

Chart 2.2

Television Functions



¹⁶ J. B. Wahyudi, *op.cit.*, Pg.215

¹⁷ E. B. Surbakti, *Awas Tayangan Televisi* (Jakarta: Gramedia, 2008), Pg. 77.

7. Types of Television Program

a. The Good

1) Educational and Information Program

Guidelines FCC (Federal Communication Commission) specify new types of programs into education and information programs, long-run at least 30 minutes and airtime for a week 7 am - 10 pm.

Education and information programs can be divided into two broad categories, namely academic and prosocial. Educational programs and academic information focuses on traditional academic fare, such as scientific fact, animal behavior, social studies, and history. Education and information program prosocial contains social and emotional nature. Sharing, caring, and accepting the difference as a usual social and emotional picture.

The type of this program is not only spotted and reflected the difference from day to day, dilemmas and problems faced by children, but it also can provide guidance through the complex social issues.

2) Academic Learning (Academic Learning)

Toddlers, preschoolers and young children tend to enjoy watching both academic and social emotional programs. But along with their increasingly age, girls prefer to watch programs of social / emotional through academic programs, and boys choose to not watch any educational program.

3) Prejudice and stereotypes reduction

Several studies have addressed the use of television to promote positive attitudes and behavior towards children. Besides television, the relative influence of the factors of family and friends also determine the attitudes and behavior of children.

b. The Bad

1) Prejudice and stereotypes formations

William classical studies in three Canadian cities, each with different levels of exposure to television shows the potential influence of mass media on gender role attitudes. The results from the first wave of the data collection showed that the girls (but no boys) from Notel have significantly fewer stereotypes than children Unitel or Multitel. However, after the introduction of television to Notel, both boys and girls exposed to strong stereotypes.

2) Advertising and youth

Advertising aimed to the youth is intended to make the product look fun and the user is happy. Provide factual information about the product is not normally the purpose of advertising aimed at children and adolescents. For example, in a commercial reason is if you play with this product will give much pleasure.

3) Drug use and media

Because the children watch television every day, and because they often watch the show directed adults, children will be exposed to the ad that seems intended for adult consumers. Beyond the ad targeting youth in abundance indirectly include smoking, alcohol consumption, and drug use are often portrayed in television shows, movies, videos, music, which is not directly addressed to the child.

4) Sexual attitudes and behavior

Looking for such kind of that content is not too difficult, because almost 65% of all television programs involving sexual behavior (eg kissing, sexual intercourse) or sexual dialogue (eg, sexual preference).¹⁸

8. The Impact of Television Program

Hurlock stated babies were introduced to television when they were still in bed. Television is a nursemaid who always console and entertain them when no one is doing those role. For those of children (preschoolers) or even older, watching television is an additional activity and not just as a substitute for active play and other forms of passive play.

a. The Impact of Watching TV programs on Psychological and Social Conditions

¹⁸ Putu Ayu Suandari, *op.cit.*, Pg. 11-13

Dr. Ilhab Ramadan stated that children's habituality on watching TV cause some bad psychological impacts. Afterwards, electromagnetic waves caused by TV can lead to the emergence of anxiety, panic, and premature aging. Moreover, the habit of watching television and playing electronic games can reduce children's social relationships, thereby reducing interaction with other children. Interfere with the process of adaptation and friendship. As a result, these habits can make children become shy, isolated from interaction with peers and others.

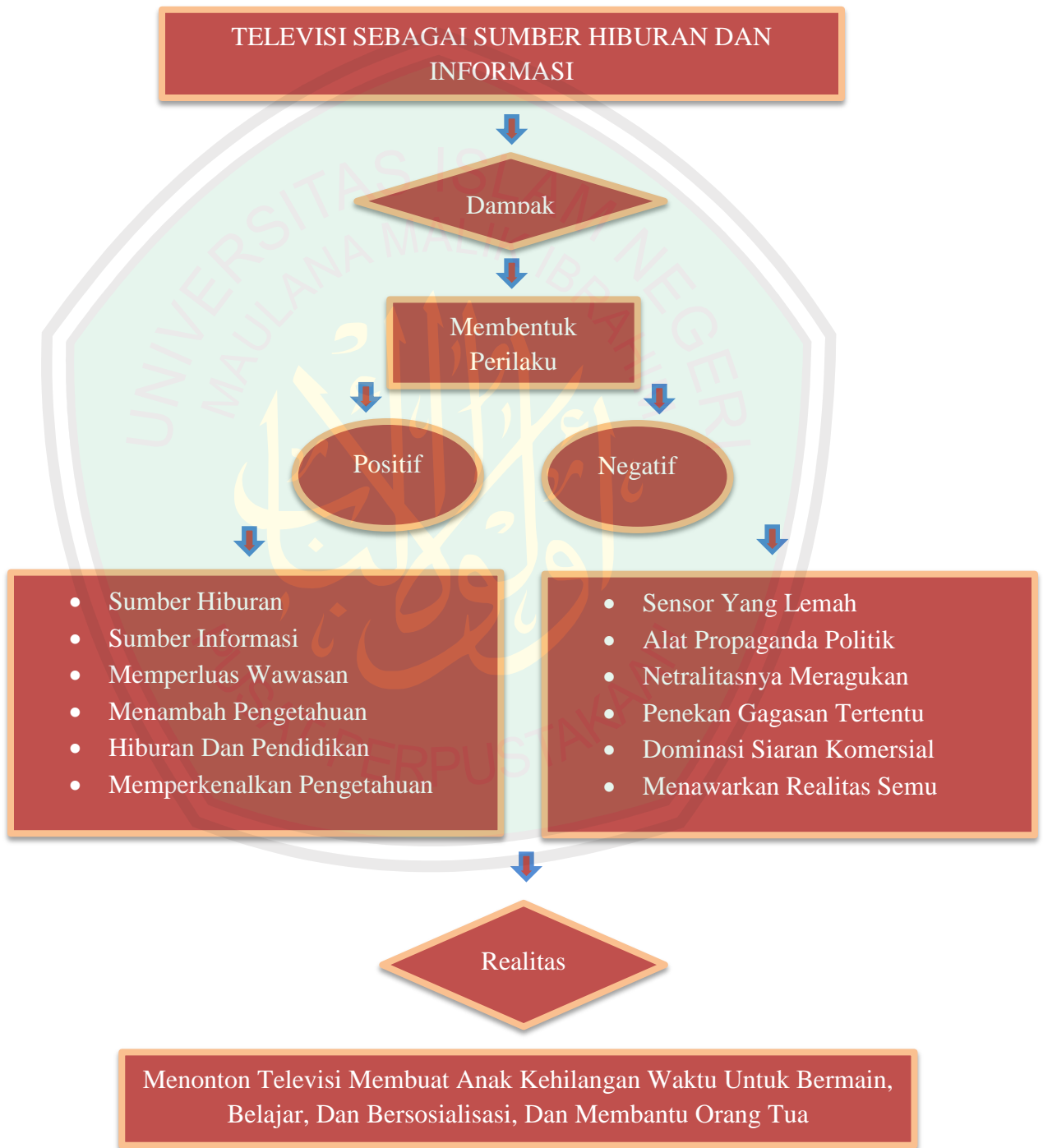
When the children are having too much interaction with imagination world, it will make them isolated and disrupt the process of interaction with the real world. Playing electronic games and watching excessive TV program can lead them to be slacker and stupid children. Exaggerations in watching television and playing computer games can cause some changes of children's daily activities. This will disturb their other activities which more important it for their growth such as playing, reading, and others. In addition, figures in cartoons on television and electronic games often carry distorted thinking, ideology which is not in accordance with the personality, and bad behavior.¹⁹

The impact can be illustrated in the following chart:

¹⁹ E. B. Surbakti, *Awas Tayangan Televisi* (Jakarta: Gramedia, 2008), Pg. 52.

Chart 2.3

The Effect of Watching Television toward the Children



b. Effect of Children' logic

A US research reported that the result of watching excessive TV program, can lead the children to assume that violence is a natural thing, and part of everyday life. As a result, they become more aggressive and have a tendency to solve every problem with less street violence against others.²⁰

c. Influence On Attitude

Hurlock explained that the figure on television is usually depicted with various stereotypes. Then children will think that all the people in a particular group have the same characteristics with the person on the television screen and this thought can influence children's characteristics.

d. Effect "Addiction"

For children, addiction effect are observably on children who are very addicted to movies cardboard and cartoon characters such as *Pokemon*, *Winnie the Pooh*, *Doraemon*, *Dragon Ball*, and others. This addiction will lead some problems if they do not want to play and interact with their surrounding environment. Children do not want to socialize, and their world is not expanded.²¹

²⁰ *Intensitas Menonton Televisi*, (<http://abudaud2010.blogspot.com/2010/07/intensitas-menonton-televisi-1.html>, diakses Kamis, 05 Maret 2015 jam 13.00)

²¹ *Ibid.*.

e. Effect on Value

Hurlock explains that TV menu programs which continuously show the scene of the murder, torture, and cruelty will dull their sensitivity and encourage the development of children's value who are not in line with the majority of social group's value.²² When the children are accustomed and insensitive to violence, they will receive those action as a normal lifestyle.

Milton Chen explains that until now merampunkan sixth grade, American children watch about 100,000 acts of violence on television, including the 8000 murder.²³

f. Influence On Children Creativity

Another impact of excessive on watching TV program is children became passive and less creative, both physically and mentally. Children's thinking skills and creativity will be honed, because they do not need to imagine something just as they read a book or listen to music.

There is evidence that television affects the ability to console themselves and cripple the ability of expressing their opinions logically and sensitively. TV show replaces active play activities with passivity.²⁴

g. Influences on Behavior

²² *Ibid.*.

²³ *Ibid.*.

²⁴ *Ibid.*.

The reason of heroes who obey with the law are less prominent than those who distort attention with violence and other social order, children tend to pay attention with the last way for identifying themselves and imitate it.²⁵

Milton Chen describes some behavioral assessment of children in many areas before and after the entry of television. In the early 1970s, Tannis Mechbeth William and the other researchers from the university of British Columbia were comparing the level of children's aggression in the first grade and two of two Canadian cities, which one has a TV and the other cannot receive television because it was blocked by a row of mountains. When a row of town's mountain finally able to received broadcast television, at level-hit, bite-bite, and jostling in children increased by 160 percent.

h. Influence on speech

The way how children are talking on children is influenced by what have they heard and what people say and how to say it. Thus, it will improve their pronunciation and grammar, but it will not necessarily give a good pattern in expressing what children say.²⁶

²⁵ *Ibid.*

²⁶ *Ibid.*

C. Children Tend to Imitate

A study conducted by researchers at Saudi Rana Zuhair explained that children imitate TV show they have watched, both in movement, voice, or both. The research strengthens the tragedy of a child is 4 years old jumped from three level because he imitated figures who threw their bodies games from elevated place and do not suffer injuries.

In addition, there is a girl in Egypt who hanged himself imitating one of the scenes in western movies. His mother, who was outside the house is not aware of what their children do. The child was killed in a fixed position dependent. When his mother returned, she was shocked by what she saw. This is one small example of the dangers of the habit of children imitate animated figures were seen.²⁷

D. Duration of watching TV

According to some experts, the number of hours watching television is 2 hours maximum per day. Children should only watch TV for 1.5 hours per day or a maximum of 2 hours per day. So they have more free time to do their homework or the other. Moreover, the intensity of violent shows is increasing.²⁸

Viewing habits of each individual will be different depending on the characteristics of the children. Psychology Evi Elvianti said that the level of frequency and duration watch depends on the age and condition of the family. For age category, mentioned that the people in lower age, their intensity to watch TV

²⁷ Athif Abu, Syekh Muhammad Sa'id Marsa, and Lukman Arifin. *Bermain lebih baik daripada nonton TV*. (Surakarta: Ziyad Visi Media, 2009), Pg. 55

²⁸ Putu Ayu Suandari, *op.cit.*, Pg. 14

program will lower too. Conversely, people in old age will need more information from TV program. The statement above that mentioned the lower the age of a person has a low motivation to watch TV is not always true, people who has an elementary school preschool age usually have a very high motivation in watching TV. Their time of watching TV is higher than their other activity such as learning and doing homework.²⁹

Meanwhile, Kurniasih stated that social environment such as their family and friends have real relationship with the television media exposure in children. When watching television, children are usually accompanied by their parents or their families. It can be said that the more often a family watching television, the more often children watch television. And conversely, the less of a family watching television, the more infrequently, children watch television.³⁰

Additionally, Kurniasih stated again that the social environment which also related to watching TV behavior is friend's environment. It can cause someone to be interested to watch certain TV program when some friends often watched, invites, and retell the story of the program.

The excessive duration of watching TV and the bad quality of TV program will be danger for children's moral guidance, and quality offered by television shows,

²⁹ *Ibid.*, Pg. 15

³⁰ *Ibid.*.

very dangerous for children moral figuration. Besides, nowadays the intensity of violent show is increasing.³¹



³¹ *Ibid.*

CHAPTER III

RESEARCH METHOD

A. Location of the Research

Nurul Hikmah Islamic Elementary School, Jln. Muharto, Gg.7, RT.13 RW.07 Village Old City, District Kedung Kandang, Malang will be the location of the research as the data gathering location.

B. Approach And Research Type

Researchers will use a quantitative approach to the type of research to find the relationship korerasional influence of watching television programs intencity toward student's interpersonal skills on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School, with descriptive research methods.

Korerasional research can be interpreted as a study that conducted by researchers to determine the level of association between two variables or more without making any changes, additions, or manipulation of the data that was already there.¹ While the methods of descriptive research is research that is intended to investigate the circumstances, conditions or other terms that have been mentioned, the results presented in the form of a report.²

As this study used a simple design paradigm for the reason that in this study there is only one dependent variable and an independent variable that is causal,

¹ Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi)* (Jakarta: Rhineka Cipta, 2010), Pg. 4

² *Ibid.*, Pg. 3

with the main purpose of making a picture or a description of a situation or a description of a situation or objective and solve a problem by searching the data regarding the issues examined in accordance with the procedures of the study.

Related to this research that use quantitative approach, based on the definition of quantitative research which includes three types of research that are based on the calculation of the percentage, on average, chi square, and other statistical calculations. In other words, quantitative research is involved in the calculation or the number or quantity.³

Due to this research is descriptive correlational, then the relationship between variables in this study is a causal relationship just is intended to find out is there any relationship between the influence of watching television programs intensity toward student's interpersonal skills on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School.

C. Data and Data Sources

1. Data

Data is the result of the recording of researchers in both numbers or facts. Data is also called all the facts and figures that can be used as material to construct an information. The data can be interpreted also as an information / both qualitative and quantitative information that indicates facts.⁴ While

³ Lexy, J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2005), Pg.3

⁴ Sedarmayanti, *Sumberdaya Manusia dan Produktivitas Kerja* (Jakarta: Bumi Aksara, 2011), Pg. 72

information is the result of data processing that is used for a purpose.⁵ Besides, the data have utility as follows that is to determine or obtain a picture of a condition or problems and to make decisions or solve problems.⁶

In the study, the data may be classified into two categories namely quantitative and qualitative data. As we know, that qualitative data is data that is expressed in verbal form and without the use of statistical techniques.⁷ While quantitative data is data in the form of numbers or qualitative data that being scoring. Quantitative data can be grouped into discrete data and continuum data. Discrete data is the data that obtained from the count (not measure). For example, the number of motorcycle are 1000, the number of peoples are 100, and so on. This data can be called with the nominal data are usually obtained from the survey.⁸ Then continuum data is the opposite that is data that obtained from the measurement results and grouped in ordinal data, interval, and ratio.

From the definition above, this study used qualitative data that being scored hereinafter referred to as quantitative form of interval data for example student's interpersonal skills on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School were categorized into four levels by using Likert scale.⁹ Then questionnaire would be use to measure the level of students'

⁵ Suharsimi, Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek* (Jakarta: PT. Rhineka Cipta, 2002), Pg. 118

⁶ Supranto, J, *Metode Ramalan Kuantitatif Untuk Perencanaan: edisi kedua* (Jakarta: PT. Gramedia), Pg. 2

⁷ Ainin, *Metodologi Penelitian Bahasa Arab* (Malang: Hilal Pustaka, 2010), Pg. 12

⁸ Sugiono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2006), Pg. 15

⁹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif R&D* (Bandung: Alfabeta, 2010), Pg. 93

interpersonal intelligence. Students will be given a score of 3 when answering often for choice with an asterisk (*), a score of 2 for answers sometimes, a score of 1 for answers rarely, and a score of 0 for the answer is never. As for the matter without an asterisk (*), students will be given a score of 0 for answers often, a score of 1 to answer sometimes, a score of 2 for answers rarely, and a score of 3 for an answer is never.

The research instrument using a Likert scale can be made in two forms that are check list and multiple choice. While in this study the researcher will use check list because it feels easier for children to solve it.

Meanwhile, to measure the influence of watching television programs intensity, researchers also used a questionnaire with Likert scale with the same assessment criteria as well as criteria for students' assessment of the level of interpersonal skills.

Whereas for the purposes of data analysis, the researchers collected primary data from direct answers obtained from respondents through questionnaire response during the study. Then the researchers will examine the data using regression analysis, determination, as well as t-test.

2. Data Source

Quantitative data source is a data source that can be presented in the form of numbers that is objective, whereas qualitative data source is a data source that

is presented in the form of two abstract parameters for example lot-bit, high-low, and so on.¹⁰

Source of data in this research is the subject of where the data can be obtained. Collecting these data sources that obtained by questionnaires or interviews may be called by the respondents, that is, those who respond or answer questions of researchers, whether oral or written. However, when researchers used the technique of observation, then the data source can be objects, motion, process of something, and when using the documentation, then records the data source is a written document or record that is the source of the data.¹¹

Therefore, this study used a questionnaire as a data collection tool, then the respondent is main source of data. The response of this research are 62 students of 4th and 5th grade in Malang Islamic Nurul Hikmah Elementary School.

D. Population and Sample

1. Population

The subjects of this study are students in the level of grade four and five of Nurul Hikmah Malang Islamic Elementary School who were targeted for investigation. Gay in Sevilla assume that the population is a group where researchers will generalize the results of his research. Correspondingly,

¹⁰ *Ibid.*, Pg. 96

¹¹ Sukmadinata, *Metodologi Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2007), Pg. 221

Kerlinger defines the population as a whole members, events or objects that have been set properly.¹² Population could be mean either as the whole object that consisting of concrete objects, abstract, events, and symptoms that are the source of data that has a certain character and the same.¹³ According to Arikunto, the population is as a whole of research subject.¹⁴ So it can be concluded that the population was not only people, but also objects and other natural objects. In accordance with what has been described by Sugiono, that the population is a generalization region consisting of the object / subject that has certain qualities and characteristics defined by the researchers to be studied and then drawn conclusions.¹⁵

Population is the whole subject of research by establishing a population this is so that a study can measure things according to the case and it is not redundant with the referenced population.¹⁶ The populations in this research are 62 students that are students of 4th and 5th grade.

¹² Consuelo G. Sevilla et. All, *Pengantar Metode Penelitian*, Terj. Alimudin Tuwu (Jakarta: UI-Press, 1993), Pg. 160

¹³ Sukandarrumidi, *Metodologi Penelitian: Petunjuk Praktis Untuk Pemula* (Bandung: Gajah Mada University Press, 2002), Pg. 47

¹⁴ Suharsimi, Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Pt. Rhineka Cipta, 2002), Pg. 108

¹⁵ Sugiono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), Pg. 61

¹⁶ Suharsimi, Arikunto, *op.cit.*, Pg. 130-131

2. Sample

Sample is part of the number and characteristics possessed by the population.¹⁷ In the book the withdrawal of quantitative methods are also described that the sample is a part of the population who want to study.¹⁸

In the case of sampling, Arikunto differentiate based on the number of research subjects, the subjects are less than 100 then it is better to taken all so that research called as the study population. Associated with the sample, Wahid murni which cheated Sudjana 's opinion says that no provision of raw or definite formula. Because the validity of the sample is lies in the nature and the characteristics of the population is it approximate or not, rather than on large or number of subjects. It is based on calculations or testing requirements that are commonly used in statistics.

Conversely, if the subject is large or more than 100, it can be between 10-15% or 20-25% or more, depending on the ability of the researchers in terms of time, effort, and money, narrow or wide of surveillance area from any subject that involves many small databases, and the size of the risk borne by the researcher.¹⁹

According to the statements above, in this research the researcher uses total sampling technique, where the researcher will use all member of 4th and 5th

¹⁷ Muslich Anshori dan Sri Iswati, *Buku Ajar Metodologi Penelitian Kuantitatif* (Surabaya: Airlangga University Perss, 2009), Pg. 94

¹⁸ Bambang Prasetyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif* (Jakarta: PT. RajaGrafindo Persada, 2007), Pg.119

¹⁹ Suharsimi, *op.cit.*, Pg. 112

grade students as the sample of the research because their small number that is 62 students. While the another reason is students of 4th and 5th grade student is smart enough on reading and understanding the book. That is way the researcher use a simple language so that the students can understand it. In other way they are also very communicative so the researcher could possibly give them understanding about the research and the angket. Cost is also become another factor from the researcher to did not take numerous sample.

E. Research Instruments

This research is uses a questionnaire research instrument to uncover a free variable that is the Influence of Watching Television Programs Intensity and one dependent variable is Student's Interpersonal Skill on 4th and 5th Grade Students in Nurul Hikmah Malang Islamic Elementary School. The variable will use a Likert scale where respondents would choose four alternative answers.

1. Measuring Instrument

Student's interpersonal skills variable measuring devices consist of 20 items of questions. As some aspects of these variables are good verbal communication, good non-verbal communication, good listener for a verbal message, good listener for nonverbal message, empathy, extrovert, like social activity, like helping each other to people, and doing an Appropriate action toward other needs.

As for how assessment of interpersonal skills variables are as follows:

Tabel 3.1**Assessment of Interpersonal Skills Items with sign)***

Alternative Answer	Score
Selalu	Nilainya 4
Sering	Nilainya 3
Kadang-kadang	Nilainya 2
Tidak Pernah	Nilainya 1

Table 3.2**Assessment of Interpersonal Skills Items without sign) ***

Alternative Answer	Score
Tidak Pernah	Nilainya 4
Kadang-kadang	Nilainya 3
Sering	Nilainya 2
Selalu	Nilainya 1

2. Instrument Validity and Reliability

The first step to test the truth of the hypothesis is test the validity and reliability of the measuring instrument to be used in research, in this case is the questionnaire. In this reseacrh validity and reliability test performed on variable of interpersonal skills and intensity of watching television programs.

This questionnaire will be tested first in 20 respondents outside the target research but according to the characteristics of the subjects to be studied.

a. Instrument Validity

The valid instruments are means of measuring instruments that used to obtain data (measure) is valid. Valid means the instrument can measure what is to be measured.

Validity is a measure which shows the level of validity or the validity of an instrument. High or low the validity of the instrument indicates the extent of the data collected are not deviate from the description of the validity of the question.²⁰ A validity said to be valid if there are similarities research data collected by the data actually occurring on the object being studied.²¹ According to Suharsimi, specifically validity test is by conducting product moment formula:

$$r_{xy} = \frac{\sum XY - (\sum X)(\sum Y) / n}{\sqrt{\{\sum X^2 - (\sum X)^2 / n\} \{\sum Y^2 - (\sum Y)^2 / n\}}}$$

Description:

r_{xy} = X and Y correlation coefficient (Pearson r)

$\sum XY$ = Sum of squares multiplication of items with a total score

$\sum X$ = Number of scores of items

$\sum Y$ = Number of total score

²⁰ Arikunto, *Prosedur Penelitian: Satu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2002), Pg. 168

²¹ Sugiono, *Statistik Untuk Peneliti* (Bandung: CV Alfabeta, 2005), Pg. 267

n = Number of subjects in the sample studied

$\sum X^2$ = Number of squared scores of items

$\sum Y^2$ = Sum of squares total score

In the case of item analysis, Masrun stated that items that have a positive correlation with the criterion (total score) as well as a high correlation, indicating that the item has a high validity anyway. Usually the minimum requirement to be considered eligible is if $r = 0.3$, so that the correlation between the grains with a total score of less than 0.3, then the item in the instrument is declared invalid.²²

As item instrument that has tested the validity of the recognition of different according to each item. Furthermore, the validity of the test results item by using SPSS software version 16.0 is meant to be presented in tabular form below:

Table 3.3

Validity of Interpersonal Skill Test Results

Correlations

		y1
VAR00001	Pearson Correlation	.634**
	Sig. (2-tailed)	.001
	N	23
VAR00002	Pearson Correlation	.886**

²² *Ibid.*, Pg. 133-134

	Sig. (2-tailed)	.000
	N	23
VAR00003	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00004	Pearson Correlation	.634**
	Sig. (2-tailed)	.001
	N	23
VAR00005	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00006	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00007	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00008	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00009	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00010	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00011	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00012	Pearson Correlation	.886**

	Sig. (2-tailed)	.000
	N	23
VAR00013	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00014	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00015	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00016	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00017	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00018	Pearson Correlation	.634**
	Sig. (2-tailed)	.001
	N	23
VAR00019	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00020	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.4**Validity of Watching Television Program Intensity Test Results**

Correlations

		x1
Soal1	Pearson Correlation	.671**
	Sig. (2-tailed)	.001
	N	20
Soal2	Pearson Correlation	.586**
	Sig. (2-tailed)	.007
	N	20
Soal3	Pearson Correlation	.708**
	Sig. (2-tailed)	.000
	N	20
Soal4	Pearson Correlation	.861**
	Sig. (2-tailed)	.000
	N	20
Soal5	Pearson Correlation	.585**
	Sig. (2-tailed)	.007
	N	20
Soal6	Pearson Correlation	.508*
	Sig. (2-tailed)	.022
	N	20
Soal7	Pearson Correlation	.771**
	Sig. (2-tailed)	.000
	N	20
Soal8	Pearson Correlation	.479*
	Sig. (2-tailed)	.033
	N	20

Soal9	Pearson Correlation	.771**
	Sig. (2-tailed)	.000
	N	20
Soal10	Pearson Correlation	.708**
	Sig. (2-tailed)	.000
	N	20
Soal11	Pearson Correlation	.861**
	Sig. (2-tailed)	.000
	N	20
Soal12	Pearson Correlation	.479*
	Sig. (2-tailed)	.032
	N	20
Soal13	Pearson Correlation	.539*
	Sig. (2-tailed)	.014
	N	20
Soal14	Pearson Correlation	.479*
	Sig. (2-tailed)	.032
	N	20
Soal15	Pearson Correlation	.795**
	Sig. (2-tailed)	.000
	N	20
Soal16	Pearson Correlation	.479*
	Sig. (2-tailed)	.032
	N	20
Total_skor	Pearson Correlation	1
	Sig. (2-tailed)	
	N	20

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the validity of the test results were applied to 20 students in MI Nurul Hikmah Malang, it is known that interpersonal skills and watching television program intensity questionnaire that consist of 20 items and 16 are valid.

b. Instrument Reliability

Reliability is equal to consistency. A research instrument said to be have a high reliability value, if the test (data collection tool) made have consistent results in the measure to be measured. Reliability shows on an understanding that the instrument sufficiently reliable to be used as a data collector device. A reliable instrument will produce reliable data.²³

After known that the number of items is valid, then continue to reliability test instrument that oriented to the understanding that the questionnaire used in this research can be used and believed to be used as a data collector device. Reliability test itself is using *Cronbach Alpha* coefficients by using *SPSS 16.0 for Windows*. A questionnaire said to be reliable if the value of r alpha is positive greater than r table. From the reliability test that conducted obtained the following results:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum S^2 j}{S^2 x} \right)$$

²³ *Ibid.*, hlm. 176

Description:

α = alpha reliability coefficient

k = Number of items

S_j = variant respondent for item 1

S_x = Number of variant for total score

Table 3.5

Reliability Test Result of Interpersonal Skill

Reliability Statistics

Cronbach's Alpha	N of Items
.763	21

Table 3.6

Reliability Test Result of Watching Television Program Intensity

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.757	.921	17

From the test results of alpha r that generated is positive and greater than $r_{table} = 0.06$ which means the research instrument of this research is fit for use as a measuring device in this research.

F. Data Collection Techniques

1. Data Collection Techniques

In general techniques that used in data collecting are questionnaires, tests, interviews, observation, and documentation.²⁴ This research is used questionnaire technique to know about the relationship between the influence of watching television programs intensity toward student's interpersonal skills on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School. As for observation is only as a complementary technique to strengthen and knowing student's condition better from class teacher or headmaster. The explanation are:

a. Questionnaire technique

Questionnaires are a number of written questions that are used to obtain information from respondents about their personal or other things he knew.²⁵ Bugin termed the questionnaire as a series or list to question systematically arranged later given to the respondent. Once completed, the questionnaire is returned to the researcher.²⁶ This questionnaire aims to

²⁴ Nasution, *Metode Research: Penelitian Ilmiah* (Jakarta: Bumi Aksara, 2007), Pg. 106

²⁵ Sukidin dan Mundir, *Metodologi Penelitian: Bimbingan dan Pengantar Kesuksesan Anda dalam Dunia Penelitian* (Surabaya: Insan Cendikia, 2005), Pg. 216

²⁶ Bugin, *Metodologi Penelitian Kuantitatif* (Jakarta: Kencana Prenada Media Group, 2006), Pg. 123

obtain data from students in grade four and five Nurul Hikmah Malang Islamic Elementary School.

Questionnaire to be used is in the form of structured questionnaires or covered questionnaire.²⁷ That is designed so as to obtain data related to the students' level of interpersonal skills and the influence of watching television programs intensity, especially students in grade 4 and 5 of Nurul Hikmah Malang Islamic Elementary School.

b. Documentation

From this documentation researchers will collect the data on the profile of the school and data of the student.

c. Interview

From this interview the researcher will collect the addition data about the school's profile.

2. Data Processing Procedures

The data in this study will be treated with the following techniques:

- a. Editing, before the data is processed need to be edited first. The data or information which have been collected in a research note (questionnaire) should be checked once again, because it was feared have multiple answers.
- b. Coding, the data which has been collected can be a number, a short or long time mat, or simply "YES" and "NO". To facilitate the analysis, the answers

²⁷ Nasution, *op.cit.*, Pg. 129

need to be given a code. Coding the answers is crucial, meaning that if the data processing is done by computer. Encodes the answer is to put numbers on each answer.

- c. Tabulating, making tabulation is included into data processing work, make tabulation is none other than entering data into tables and arrange the numbers so can to be counting the number of cases in the category.²⁸

G. Data Analysis

Analysis of the data is a very important step in the research, after the data collected completely data should be analyzed using either statistical qualitative or quantitative. Moleong in Hassan revealed that the data analysis is the process of organizing and sorting the data into patterns, categories, and the base unit so that it can be found and can be formulated hypotheses theme of motivation as data target.²⁹

This study uses quantitative data analysis, as well as Hassan said that the quantitative analysis is the analysis that using quantitative analysis devices. Namely analysis using models, such as mathematical models, statistical models, and econometrics. Results of the analysis presented in the form of figures which are then described and interpreted in the description.³⁰

In accordance with the hypothesis, the data that has been collected will be processed and analyzed by using product moment correlation analysis of Pearson

²⁸ Nazir, *Metode Penelitian* (Jakarta: Ghalia Indonesia, 2003), Pg. 346-357

²⁹ M. Iqbal, Hassan, *Metode Penelitian dan Aplikasinya* (Jakarta: Ghalia Indonesia, 2002), Pg. 97

³⁰ *Ibid.*, Pg. 98

(Pearson Product Moment Correlation). However, all of the data in this process is use SPSS for Windows version 16.0.

1. Descriptive Analysis Research

Descriptive statistics is a statistics that functions to describe or give an overview of the object under study through a data sample or population as it is.³¹ In accordance with that definition, in this research the statistical analysis used as the basis for outlining the tendency of respondents of variables regarding interpersonal skills of Grade 4 and 5 in Nurul Hikmah Malang Islamic Elementary School.

2. Research Hypothesis Testing

Research hypothesis test is performed to determine the hypothesis is accepted or rejected, then used the Pearson Product Moment Correlation calculation, while if using a calculation program SPSS 16.0, then simply by comparing the probability with a significance level is set as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{(N \sum X^2 - (\sum X^2))\}\{(N \sum Y^2 - (\sum Y^2))\}}}$$

Description:

r_{xy} = Coefficient of validity

N = Number of subject

X = Comparison value

Y = The value of the instrument to be searched validity

³¹ Sugiyono, *op.cit.*, Pg. 29

Rules making:

- a. H_0 refused and accept H_a , if $Sig_{count} < Sig_{table}$ that is $< 0,05$
- b. H_0 accepted and H_a refused, if $Sig_{count} > Sig_{table}$ that is $> 0,05$



CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

A. An Overview of Research Object

1. History of Nurul Hikmah Malang Islamic Elementary School Establishment

Nurul Hikmah Malang Islamic Elementary School is a private educational institution that located in Muharto Street, no.7, RT.13 RW.07 Kota Lama City, Kedung Cage District, Malang. Built on 20 August 1985 with an area of $2.879 m^2$, this school has reach 30 year old and still standing upright with the number of students are increase every year. At its inception, the school has only two classes. But over the time, finally this school already has about seven classrooms, one principal's office, one space of administration, one office, one library, one home for the school guard, two bathrooms for the students, one bathroom for teachers, and a small mosque for students daily prayers activity.

In its establishment in 1985, the school was still paved ground with just have three teachers namely, Mr. Rahmat, Mr. Yusuf Maran and Mr. Malik. Based on information obtained from Drs. Suraji which is nothing other than teachers at the Nurul Hikmah Malang school explained that the area where Nurul Hikmah Malang Islamic Elementary School stands today was once the land of the tomb. Then in 1988-1996 the school finally able to add two

additional classrooms, up to the total number of classrooms that belongs amounted to four pieces. He also explained that the government funding for the school construction was totaled 100 million rupiah, but the fund was down is only 65 million rupiah. While for school infrastructure at the beginning itself is self-help support from the surrounding community.

As for the names of teachers who had served as the headmaster of Nurul Hikmah Malang Islamic Elementary School is as follows:

- | | |
|----------------------|----------------|
| 1. Joseph Maran | (1985-1987) |
| 2. Ahmad Malik B. A. | (1987-1992) |
| 3. Bu Fatimah | (1992-2000) |
| 4. Moh. Ihsan S.Pd | (2000-2005) |
| 5. Sholikhin, S. PDI | (2005-present) |

2. Vision and Mission of The School

Vision:

The realization of Muslim pious children, the faithful and devoted to Allah, have depth of knowledge, skills, arts and culture, as fit as “*Akhlakul Karimah*” according to Islamic values of “*Ahlusunnah ala wal Jama'ah*”.

Mission:

1. Implementing the learning process professionally, interactive, and fun.

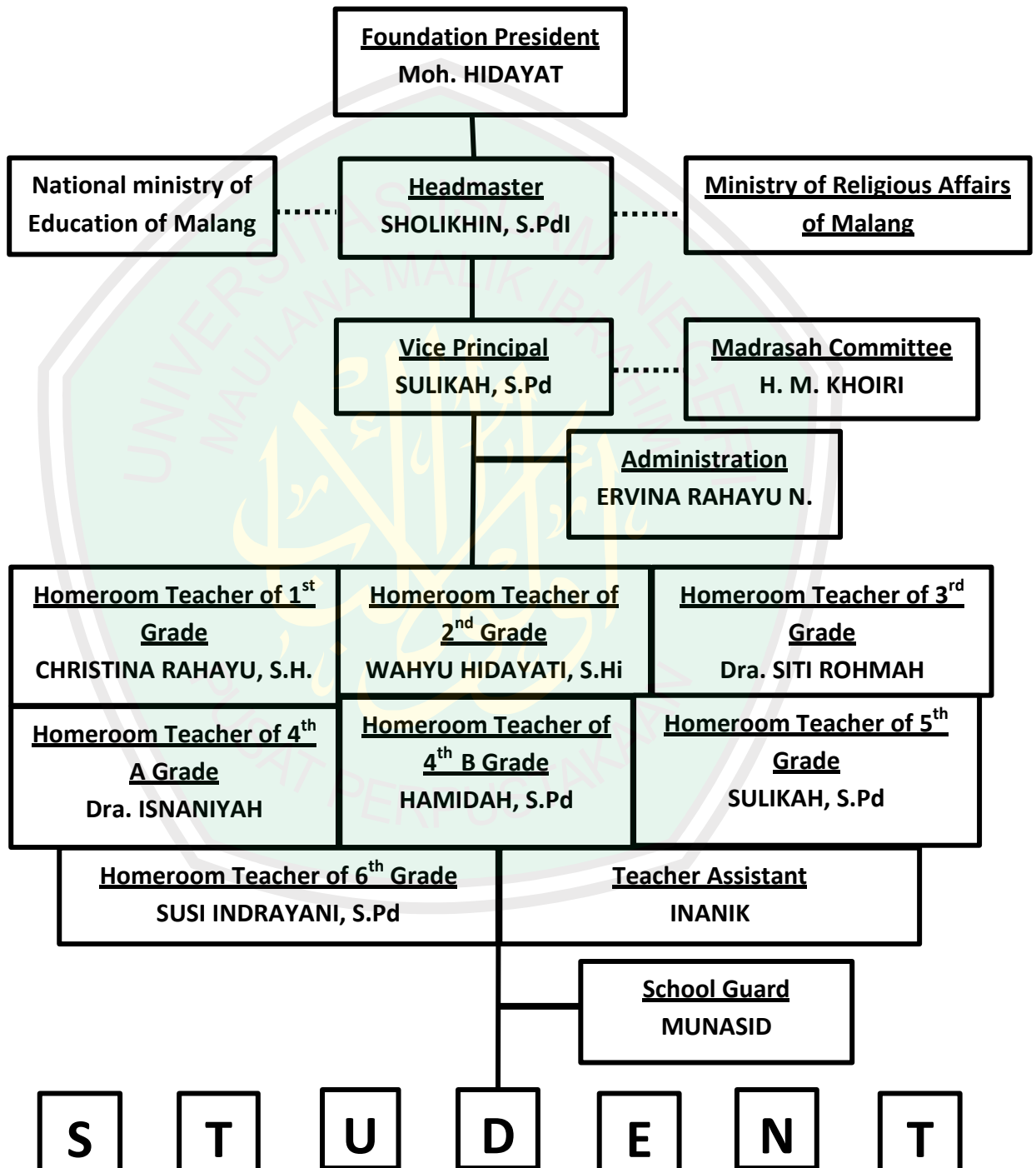
2. Performing worship activity and faith intensive coaching.
3. Implementing the development of art skills as a preparation to develop self ability.
4. Implementing an appropriate moral guidance according to Islamic values of “*Ahlusunnah ala wal Jama'ah*”.
5. Implementing management of participatory by involving all the components and citizens.

3. School Identity

Name of School	: MI. Nurul Hikmah
Address	: Muharto Street VII / 41
Subdistrict	: Kedungkandang
City	: Malang
NSS	: 111235730014
Year of establishment / operating	: 1985
Land Status	: Certified
Land area	: 2 879 m ²
Principal Name	: Sholikhin, S. PdI
Principal Work Period	: 18 years

4. Organizational Structure of Nurul Hikmah Malang Islamic Elementary

School



5. Student and Teacher Data

a. Teacher Data

No	Name	Position	Room and Subject	Address
1	Sholikhin, S. PdI	Headmaster	3 rd and 4 th grade / Religion	Arif Margono Street, no. IV, Malang
2	Dra. Siti Rohmah	Class Teacher	4 th Grade	L. Martadinata Street, no. 1165, Malang
3	Dra. Isnaniyah	Class Teacher	3 rd Grade	Kop. Usman Street, I/31, Malang
4	Sulikah, S. Pd	Class Teacher	4 th A Grade	Cucak Rawun II Street, 8B/22, Malang
5	Hamidah, S. Pd	Class Teacher	6 th B Grade	Kol. Sugiono Street, VII/33, Malang
6	Christina Rahayu, SH	Class Teacher	1 st Grade	Kedoyo Timur Rt. 02/05, Malang
7	Inanik	Art Teacher	2 nd -6 th Grade	Lesanpuro Street, XVIII/04, Malang
8	Susi Indrayani, S. Pd	Class Teacher	5 th Grade	Raya Madyopuro Street, 26, Malang

9	Wahyu Hidayati, S. HI	Class Teacher	2 nd Grade	Puntodewo Street, No. 01, Malang
10	Ervina Rahayu Ningtias	Administration		Muharto Street, VII/12, Malang
11	Munasid	School Guard		Muharto Street, VII/41, Malang

b. Student Data

No	Class	Amount		Amount	Number of Room	Note
		M	F			
1	I	13	19	32	1	
2	II	22	11	33	1	
3	III	14	10	24	1	
4	IV	17	16	33	1	
5	V	9	16	25	1	
6	VI	9	14	23	2	
Total		84	86	170	7	

6. Water and Sanitation

- a. Student's closet : 2 peaces
- b. Teacher's closet : 1peace
- c. Pure water from water treatment district company (PDAM).

7. Electricity

Electricity source is from National Electricity Company (PLN).

B. Data Exposure

Data analysis in this research is referred to disclosure the data obtained from the research results in accordance with the existing problems in the discussion of this thesis. And according to data obtained by researchers, it can be presented as follows:

1. Student's Intensity of Watching Television Programs Grade

Nurul Hikmah Malang Islamic Elementary School is one of basic education institutions schools based on Islam value where most of its students have achieved operational concrete stage, that is around 6-12 years old. At this stage the child has developed a logical mind. They can measure, weigh, and calculate the amount, so the real difference is not "fool" them.

In an attempt to understand the surrounding nature, they are also no longer rely too much on the senses, because they already have the ability to distinguish what is visible to the eye with the real reality. One of them is a television program that always running with high intensity for 24 hours. With high intensity of airtime, the researchers wanted to find out the possibility of students high intensity of watching television on 4th and 5th grade of Nurul Hikmah Malang with total sample that are 62 respondents.

The intensity of watching television consists of four aspects of assessment, that are how long on watching TV, how often on watching television, the dependence on watching television, and did the student watch the television until late night.

To determine the value of watching television intensity there are 16 questions by providing four alternative answers which will describe by the authors using the formula percentage:

$$P = \frac{f}{N} \times 100$$

Description:

P = Percentage

f = Frequency

N = Results

Would thus obtained percentage of each item of questions about the intensity of watching a television program students in grade 4 and 5 MI Nurul Hikmah. To make it easier to understand the data in the questionnaire about the intensity of watching the students, then look at the table below:

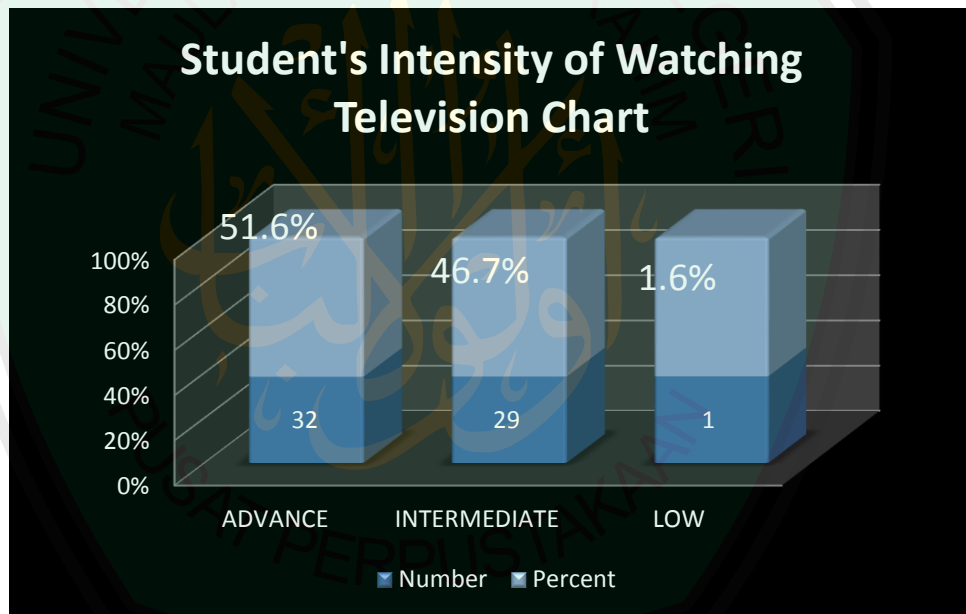
TABLE 4.1

**Respondent Answer Frequency of watching television programs
intensity toward students in 4th and 5th grade in Nurul Hikmah
Malang Islamic Elementary School**

No.	Pernyataan-pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya menonton TV selama 4 jam atau lebih di rumah.	30.7	41.94	6.45	20.97
2.	Saya tidak suka menonton TV sampai 4 jam atau lebih.	17.74	24.2	22.6	35.5
3.	Sebelum berangkat sekolah sayal makan pagi sambil menonton TV.	32.3	21	22.6	24.2
4.	Setelah selesai mandi dan sarapan pagi, saya langsung berangkat ke sekolah tanpa menonton TV terlebih dahulu.	29.03	27.42	12.9	30.65
5.	Sepulang sekolah saya menonton TV.	33.9	19.4	24.2	22.6
6.	Saya lebih suka tidur siang sepulang sekolah daripada menonton TV.	22.6	25.81	27.42	24.2
7.	Pulang mengaji (pada waktu sore ataupun malam hari) saya menonton TV.	33.9	17.74	19.4	29.03
8.	Setelah asyik bermain sepulang sekolah, sayapun membantu ibu membersihkan rumah di sore hari	46.8	29.03	22.6	24.2
9.	Setelah sholat maghrib hingga pukul 08.00 malam saya menonton TV.	27.42	12.9	24.2	35.5
10.	Setelah sholat maghrib saya belajar sampai tiba waktu sholat isya'.	24.2	29.03	22.6	24.2
11.	Saya menonton TV setelah selesai sholat isya' hingga jam 09.00 malam.	38.71	17.74	20.97	22.6
12.	Saya bermain bersama teman-teman setelah selesai sholat isya' hingga sekitar jam setengah 9 malam.	17.74	16.13	19.4	46.8
13.	Saya merasa sedih bila saya tidak bisa menonton kelanjutan cerita dari film yang saya sukai di TV.	22.6	33.9	11.3	32.26
14.	Kalau listrik mati, maka saya tidak merasa sedih jika saya tidak bisa menonton TV	16.13	32.3	20.97	30.65
15.	Saya menonton TV sampai diatas jam 09.00 malam.	27.42	14.52	27.42	30.65
16.	Saya sudah harus tidur pada pukul 09.00 malam atau sebelum jam 09.00 malam.	37.1	25.81	14.52	22.6

.While the data about respondents answers frequency of watching television programs intensity toward students in 4th and 5th grade in Nurul Hikmah Malang Islamic Elementary School when presented in the following diagram:

Chart 4.1
Diagram of Student's Intensity on Watching Television Program
Chart



Based on the table and diagram above notes that the average intensity of student's watching television program in 4th and 5th grade student of Nurul Hikmah Malang Islamic Elementary School are at in advance level with number of percentage is 51.6%, 46.7% is on intermediate level, and only 1.6% is on low level.

2. Grade of Student's Interpersonal Skill

Interpersonal skill that is capacity to detect and respond appropriately to the moods, motivations, and desires of others. To determine the level of student's interpersonal skills, the researcher gave 20 items with four alternative answers which will be presented in tabular form below:

4.2 TABLE

Respondents Answer Frequency of Student's Interpersonal Skill in 4th and 5th Grade Student in Nurul Hikmah Malang Islamic Elementary

School

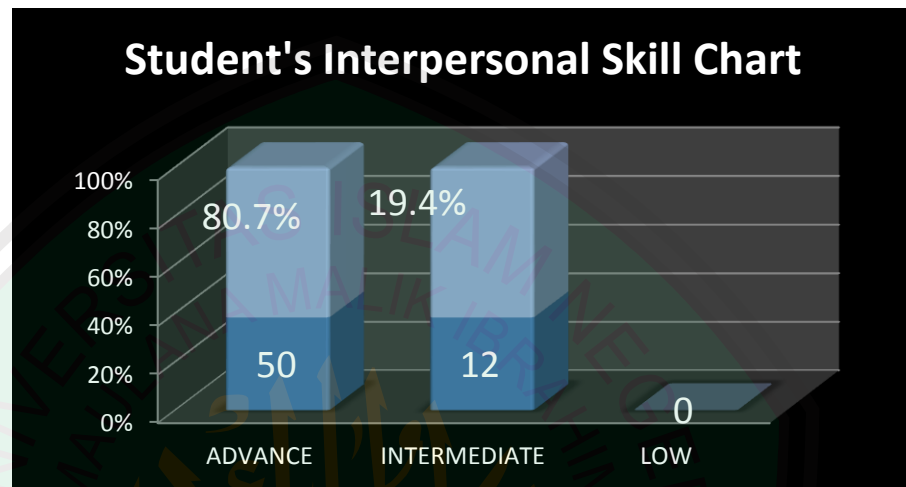
No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Kalau guru memanggil nama saya dengan suara keras dan kasar seperti sedang membentak, saya tahu kalau itu artinya guru saya sedang marah kepada saya.	21	22.6	17.74	38.71
2.	Saya tetap ramai di perpustakaan, meski saya sudah tahu kalau ada tulisan "DILARANG RAMAI".	4.9	3.23	14.52	77.42
3.	Pada waktu jam kosong, saya lebih suka bermain dan bersenda gurau dengan teman-teman di sekolah .	45.16	16.13	25.81	13
4.	Kalau di sekolah, saya lebih suka diam, membaca buku ataupun menyendiri.	25.81	37.1	29.03	8.06
5.	Saya bisa tahu kalau guru saya sedang marah hanya dengan menggebrak meja.	9.68	11.3	32.3	46.8
6.	Saya tetap terlambat berangkat sekolah meski saya sudah tahu kalau pintu gerbang sekolah akan ditutup pada pukul 07.00 wib tepat.	6.45	8.1	24.2	61.3
7.	Saya akan bertanya kepada bapak/ibu guru jika saya merasa kesulitan (tidak paham) pada mata pelajaran yang telah disampaikan .	33.9	45.2	13	8.06
8.	Saya masih tetap ramai di kelas meski ibu guru sudah mengingatkan kami untuk duduk dan diam.	29.03	16.13	21	33.9
9.	Saya tahu bahwa saya harus diam ketika	50	17.74	16.13	16.13

	guru saya berkata “sssstttt” sambil meletakkan jari telunjuknya di depan bibir.				
10.	Saya masih tetap ramai dan bicara sendiri dengan teman-teman meski guru saya sudah berkata “sssstttt” sambil meletakkan jari telunjuknya di depan bibir	22.6	14.52	24.2	38.71
11.	Jika teman saya sakit, maka saya akan menjenguknya.	59.7	11.3	16.13	12.9
12.	Saya lebih memilih menggunakan uang saku sekolah saya untuk membeli kue daripada memberikannya kepada pengemis yang saya temui di jalan.	11.3	9.68	17.74	61.3
13.	Saya lebih suka disuruh bercerita daripada harus duduk diam dan mendengarkan.	30.7	27.42	17.74	24.2
14.	Saya suka menulis buku harian (diary).	46.8	17.74	14.52	21
15.	Saya suka mengikuti kegiatan pramuka dan perkemahan di sekolah.	53.23	19.4	21	6.5
16.	Saya suka belajar di tempat yang tenang.	56.5	9.68	19.36	14.52
17.	Saya senang mengikuti kegiatan gotong royong membersihkan ruang kelas ataupun sekolah.	61.3	22.6	15.52	1.6
18.	Saya diam saja ketika ada kerja bakti membersihkan kelas.	11.3	9.68	9.68	69.4
19.	Saya akan membersihkan papan tulis sebelum diminta oleh ibu guru.	38.71	21	22.6	17.74
20.	Jika saya tidak bertugas untuk piket kelas, maka saya akan membiarkan ruang kelas saya dalam keadaan kotor dan tidak membersihkannya.	14.52	8.1	9.68	67.7

If the data about respondent answer of interpersonal skill frequency presented in chart form, the results are as follows:

Chart 4.2

Diagram of Student's Interpersonal Skill Chart



Based on the table and diagram above notes that the percentage of student's interpersonal skills on 4th and 5th grade student of Nurul Hikmah Malang Islamic Elementary School that amounted to 62 people are at an advance level with the percentage as much as 80.7%, 19.4% is on intermediate level, and none in low level.

3. Relationship between the influence of watching television programs intensity toward student's interpersonal skill on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School

To look out is there any relationship between the influences of watching television program intensity toward student's interpersonal skill the researcher use Pearson Product Moment Correlation with the result is:

Table 4.3
Correlation Result

		Intensitas	Interpersonal
Intensitas	Pearson Correlation	1	.226
	Sig. (2-tailed)		.077
	N	62	62
Interpersonal	Pearson Correlation	.226	1
	Sig. (2-tailed)	.077	
	N	62	62

From the calculation above is known that $Sig_{count} > 0.05$ that is 0.077 then it can be conclude that there is no significant correlation between the intensity of watching television programs (X) with interpersonal skills (Y) students or H_0 Accepted.

CHAPTER V

ANALYSIS AND DISCUSSION

A. Student's Intensity of Watching Television Program

The word “*intensitas*” comes from English language that is intense which means spirit, enterprising.¹ Meanwhile, according to Nurkholif Hazim intensity is a roundness personnel deployed for an enterprise². Intensity is the reality of motivation in order to achieve the expected goals of increased achievement, for someone doing business with passion for their driving motivation of achievement. So intensity can simply be defined as an attempt by someone with impassionedly to achieve goals. Word of intensity is closely associated with motivation, between the two are inseparable.

As for some indicator of the intensity according to Siti Mariam quotes from Ibnu Sabil Agus Fatah³ that must be fulfill by the student in 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School that are how long on watching television, frequent of watching television, the dependency of watching television, and watch the television until late night.

From the research results that conducted in Nurul Hikmah Malang Islamic Elementary School about the intensity of watching television by using questionnaires showed that 51.6% of the students in 4th and 5th grade are in the

¹ Hassan Shadily and John M. Echols, *Loc. Cit.*

² Nurkholif Hazim, *Loc. Cit.*

³ Siti Mariam, *Loc. Cit.*

advance level of watching television intensity, 46.7% is in intermediate level of watching television intensity, and only 1.6% are in low level of watching television intensity.

The intensity of watching television said to be high if they often watching television with high intensity, dependence in watching television that could make the students watching television until late night. According to some experts, the number of hours watching television is 2 hours maximum per day. Children should only watch TV for 1.5 hours per day or a maximum of 2 hours per day. So they have more free time to do their homework or the other.⁴ Psychology Evi Elvianti said that the level of frequency and duration watch depends on the age and condition of the family. For age category, mentioned that the people in lower age, their intensity to watch TV program will lower too. Conversely, people in old age will need more information from TV program. The statement above that mentioned the lower the age of a person has a low motivation to watch TV is not always true, people who has an elementary school preschool age usually have a very high motivation in watching TV. Their time of watching TV is higher than their other activity such as learning and doing homework.⁵

The average age of the students in 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School is 9-10 years old, which at this age they are no longer at the level of preschool age anymore, so that they have high intensity of watching

⁴ Athif Abu, Syeikh Muhammad Sa'id Marsa, and Lukman Arifin, *op.cit.*, Pg. 55

⁵ Putu Ayu Suandari, *op.cit.*, Pg. 14

television, or even at adult stage that most of their time is spent by working up then just watching television. Therefore, it is natural that their intensity of watching television is at advance and intermediate level because television program today is quite good for them in entertain aspect not the quality itself. But here they are still a student so it is natural too if they still spend most of their time to play with friends both at home and school.

As one of the reasons for why the level of watching television intensity percentage is average at advance and intermediate level while the other 1.6% is at low level. We know that today's the development of television is looks like a fungus that is growing up rapidly, but there is a half of those students are in the advanced level and spend their leisure time activities by watching television only. One factor that affects these are their hobby or other pleasures that owned by the students other than spend their leisure time by watching television, playing with friends, reading, or just sleeping.

Barker and Wright noted that children attain the age of 2 years old spend 10% of their noon time to interact with peers. At the age of 4 years, the spent time by interacting with peers increased to 20%. While children aged 7 to 11 years old spend more than 40% of their time by interacting with peers.⁶ For example, from the data obtained as much as 29.03% of the students are often feels going to school directly without having no time to watch the TV first after

⁶ Desmita, *Psikologi Perkembangan* (Bandung: Rosdakarya, 2007), Pg. 184-185

they finished their breakfast, 22.6% prefer to taking a nap after school instead of spend their time to watch television, and 46.8% of them prefer to play and help the mother rather than watching TV in their spare time, etc.

B. Student's Interpersonal Skill

According to Howard Gardner's, interpersonal skill is "capacity to detect and respond appropriately to the moods, motivations, and desires of others"⁷. Those people who have interpersonal skill usually have ability to relate to others, have good ability on interpreting others people behavior and their way of communication, and they also have good feelings on understanding the relationship between people and their situations, including other people.

Those who have strong interpersonal intelligence are also good at understanding others people and gauging their emotions, motivations and intentions. This makes them very flexible in their approach and can therefore interact well with others. They are respected by others because they listen, which is followed up by acting upon the information which bring beneficial thing each other.⁸

The special characteristics of people who has interpersonal skill are they good as verbal and non-verbal communicator, they are good listener both verbal and non-verbal message, have the ability to understand the intentions,

⁷ Amstrong, T, *Loc. Cit.*

⁸ *Ibid.*, Pg. 8

motivations and desires of others, empathetic, react appropriately to the needs of others, confidence, extroverted, enjoy social events, enjoy teaching and helping others, learn best by working with others, have the capacity to understand oneself, able to appreciate the other person's feelings, fears and motivations, intelligent discussion and debate, etc.

Based on the research results that conducted in Nurul Hikmah Malang Islamic Elementary School obtained the data that 80.7% of students have high interpersonal skills (advance), 19.4% of students have intermediate interpersonal skills, and none percent at low level of interpersonal skills. Thus it can be concluded that students in 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School is have good interpersonal skill because the answer average value of the respondents has reaches good category.

From the research result that conducted in Nurul Hikmah Malang Islamic Elementary School known that only 50 people who have high (advance) interpersonal skills. 12 other students have intermediate interpersonal skill and none of the student who have low interpersonal skills. This is consistent with the theory described by Barker and Wright that children attain to age of 2 years old only spend 10% of their noon time to interact with peers. At the age of 4 years, the spent time to interact with peers is increased to 20%. Meanwhile, when the student has reaches the age of 7 - 11 years, more than 40% of their time spent by

interacting with peers.⁹ This is also occurs in MI Nurul Hikmah, that there are more than 50% of students are at intermediate level in their ability to relate with others.

C. Relationship between the influence of watching television programs intensity toward student's interpersonal skill on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School

From the results of research conducted on students in 4th and 5th grade in Nurul Hikmah Malang Islamic Elementary School showed that the $Sig_{count} >$ than Sig_{table} that is $0.077 > 0.05$, thus it can be concluded that there was no significant correlation between the intensity of watching television programs (X) with the level of students' interpersonal skills.

The average age of the students in 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School is 9 - 10 years old, and only a few people under the age of 9 years old or above 10 years old. From the research conducted, there were 50.6% of students who like to watch television, while the other 46.7% are in intermediate level on watching television, and only 1.6% whom rarely watch television. This is bit directly proportional to the number of students who have the interpersonal skill.

From these results is known that students in 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School was more fond of play and interact with others rather than just watching TV. Their watching television intensity is

⁹ Desmita, *loc.cit.*

decreasing along with their age than adult did. This is consistent with the theory that has been explained by Barker and Wright that children with 7-11 year olds spend more than 40% of their time by playing with peers.¹⁰ Whereas when they are 2 years old they only spend 10%, and when they have reach 4 years old then they only spend 20% of their time to interact with peers. If their intensity on interacting with other is even greater, then their intensity of watching television are also getting smaller.

¹⁰ Ibid..

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the research results and discussion obtained on The Relationship of Watching Television Programs Intensity toward the Student's Interpersonal Skill on 4th and 5th Grade Students in Malang Islamic Nurul Hikmah Elementary School, it can be concluded that:

1. From the student's answers of 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School regarding their intensity in watching television, 51.6% note that the students have high intensity in watching television, 46.7% of the students had moderate (intermediate) intensity in watching television, and the remaining 1.6% has a low intensity in watching television. Thus the intensity of watching television most of the students at the level of advance and intermediate, that is as much as 98.3% or 61 students.
2. The average student's interpersonal skills of 4th and 5th grade of Nurul Hikmah Malang Islamic Elementary School is at advance level, which amounted to 80.7% or as many as 50 students. In order to intermediate level itself there are 12 students or 19.4%, and the students who have low interpersonal skills is none.
3. The Relationship between the influence of watching television programs intensity toward student's interpersonal skills on 4th and 5th grade students in

Nurul Hikmah Malang Islamic Elementary School earned value results that $Sig_{\text{count}} > Sig_{\text{table}}$ that is $0.077 > 0.05$ then H_0 is accepted and H_a is refused. Therefore it could be concluded that there is no relationship of watching television programs intensity toward student's interpersonal skills on 4th and 5th grade students in Nurul Hikmah Malang Islamic Elementary School.

B. Suggestion

In this educational research, the researchers would like to give some advice to the schools. It aims to improve the quality of the schools, particularly in order to increase the process of teaching and learning activities undertaken by the teachers and students. As for the suggestion that is proposed by the researcher is as follows:

1. In this study indicate that it is quite good if the intensity of student watching television is at the level of intermediate and low are a little bit more than the advance. The development of television today is being very rapidly and the program shows that is rarely associated with the children. Mostly associated with adult love story and it's bad for the development of the child's intelligence because it could be suggesting them. Too often on watching television will also cause them have a little time to relate with other people, even though they live in the real world and they have to realize that life is not as beautiful and easy as the one on television. Therefore, the researcher thought that need to consider the important of further guidance and understanding by the teachers toward the

students about the negative effect of television. It will be able to minimize the level of their tendency on spending their time at home by watching television. So that they will not be trapped by the suggestions given by the television.

2. The interpersonal skills of 4th and 5th grade student is has been quite perfect, 74.2% of them has had intermediate interpersonal skills, 24.2% of them had high levels of interpersonal skills (advance), and only one person who has low level of interpersonal skills. As we know that in the real life we need to socialize with other people, we need to know and understand others in order to create harmony between people. If we can understand and knowing each other, of course other people would be understood on us and like us either. Finally, harmony is created and there will be no such thing as hostility.

Teacher needs to improve these skills so that the students could understand the value of diversity. Teacher needs to cultivate that diversity or difference is not going to limit us to achieve unity, piece, and brotherhood among other even in the scope of the school. Multiply the activities that are mutual cooperation and familiarity would help students to understand and know the conditions with who they live, should live and how they will live their lives.

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facdev@niu.edu. www.niu.edu/facdev





THESIS CONSULTATION

Name : Kiki Ariani Rizeki Amelia
Number of Student : 11130012
Faculty/Program : Tarbiyah and Teaching Sciences Faculty/Social Sciences Education
Advisor : Mokhammad Yahya, PhD
Title of Thesis : Strategies in Creating Students' Creativeness and Entrepreneurship at Al-Munawwariyah Islamic Vocational School Bululawang, Malang

Date of Consultation	Consultation Material	Signature
December 12 th , 2014	Proposal Revision	
March 21 th , 2015	Chapter I	
March 30 th , 2015	Revision of Chapter I	
April 15 th , 2015	Chapter II	
April 16 th , 2015	Revision of Chapter II	
April 27 th , 2015	Chapter III	
May 1 st , 2015	Revision of Chapter III	
May 13 th , 2015	Chapter IV	
May 23 th , 2015	Revision of Chapter IV	
June 1 st , 2015	Chapter V and VI	
June 2 th , 2015	Revision of Chapter V and VI	
June 13 th , 2015	All Chapter (Final Proof Ready)	

Acknowledged by,
Dean

Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002



THESIS CONSULTATION

Name : Soviana Idayanti
Number of Student : 11140006
Faculty/Program : Tarbiyah and Teaching Sciences Faculty/ Islamic
Elementary Teacher Education
Advisor : Mokhammad Yahya, PhD
Title of Thesis : Developing Science Technology Society (STS) based-
Thematic Teaching Material on “*Selalu Berhemat Energi*”
to Improve Fourth Grade Students’ Achievement in MIN
Buduran Sidoarjo

Date of Consultation	Consultation Material	Signature
December 12 th , 2014	Proposal Revision	
March 21 th , 2015	Chapter I	
March 30 th , 2015	Revision of Chapter I	
April 15 th , 2015	Chapter II	
April 16 th , 2015	Revision of Chapter II	
April 27 th , 2015	Chapter III	
May 1 st , 2015	Revision of Chapter III	
May 13 th , 2015	Chapter IV	
May 23 th , 2015	Revision of Chapter IV	
June 1 st , 2015	Chapter V and VI	
June 2 th , 2015	Revision of Chapter V and VI	
June 13 th , 2015	All Chapter (Final Proof Ready)	

Acknowledged by,
Dean

Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002



THESIS CONSULTATION

Name : Fergy Ani Pratiwi
Number of Student : 11140145
Faculty/Program : Tarbiyah and Teaching Sciences Faculty/ Islamic
Elementary Teacher Education
Advisor : Dr. Esa Nur Wahyuni, M. Pd.
Title of Thesis : The Relationship of Watching Television Program
Intensity toward Student's Interpersonal Skill on 4th And
5th Grade Students in Nurul Hikmah Malang Islamic
Elementary School

Date of Consultation	Consultation Material	Signature
December 12 th , 2014	Proposal Revision	
March 21 th , 2015	Chapter I	
March 30 th , 2015	Revision of Chapter I	
April 15 th , 2015	Chapter II	
April 16 th , 2015	Revision of Chapter II	
May 21 th , 2015	Chapter III	
June 06 th , 2015	Revision of Chapter III	
Aug 13 th , 2015	Chapter IV	
Aug 18 th , 2015	Revision of Chapter IV	
Sept 15 th , 2015	Chapter V and VI	
Sept 23 rd , 2015	Revision of Chapter V and VI	
Oct 12 th , 2015	All Chapter (Final Proof Ready)	

Acknowledged by,
Dean

Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

Appendix IV: Questionnaire of Watching Television Program Intensity

INSTRUMEN PENELITIAN

Hubungan Antara Intensitas Pengaruh Menonton Program Televisi Terhadap Tingkat Keterampilan Interpersonal Siswa Kelas 4 dan 5 MI Nurul Hikmah Malang

Daftar berikut berkaitan dengan identitas responden.

1. Nama :
2. Kelas/No. Absen :

PETUNJUK PENGISIAN

Isilah pernyataan di bawah ini, dengan cara memberikan tanda silang (√) pada baris yang telah disediakan.

A. Intensitas Menonton TV

No.	Pernyataan-pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya menonton TV selama 4 jam atau lebih di rumah.*				
2.	Saya tidak suka menonton TV sampai 4 jam atau lebih.				
3.	Sebelum berangkat sekolah saya makan pagi sambil menonton TV.*				
4.	Setelah selesai mandi dan sarapan pagi, saya langsung berangkat ke sekolah tanpa menonton TV terlebih dahulu.				
5.	Sepulang sekolah saya menonton TV.*				
6.	Saya lebih suka tidur siang sepulang sekolah daripada menonton TV.				
7.	Pulang mengaji (pada waktu sore ataupun malam hari) saya menonton TV.*				
8.	Setelah asyik bermain sepulang sekolah, sayapun membantu ibu membersihkan rumah di sore hari				
9.	Setelah sholat maghrib hingga pukul 08.00 malam saya menonton TV.*				
10.	Setelah sholat maghrib saya belajar sampai tiba waktu sholat isya'.				

11.	Saya menonton TV setelah selesai sholat isya' hingga jam 09.00 malam.*				
12.	Saya bermain bersama teman-teman setelah selesai sholat isya' hingga sekitar jam setengah 9 malam.				
13.	Saya merasa sedih bila saya tidak bisa menonton ke lanjut cerita dari film yang saya sukai di TV.*				
14.	Kalau listrik mati, maka saya tidak merasa sedih jika saya tidak bisa menonton TV				
15.	Saya menonton TV sampai di atas jam 09.00 malam.*				
16.	Saya sudah harus tidur pada pukul 09.00 malam atau sebelum jam 09.00 malam.				

Skoring:

Menjumlahkan semua jawaban dengan mengikuti petunjuk penskorannya.

Untuk nomor item dengan tanda bintang jawaban Selalu, maka nilainya = 4 (empat), Sering = 3, Kadang-kadang = 2, dan jawaban tidak pernah = 1.

Sedangkan pada item tanpa bintang, maka skoringnya menjadi, Tidak pernah = 4, Kadang-kadang = 3, Sering = 2, dan Selalu = 1. Setelah menjumlahkan semua skor, maka selanjutnya membandingkan dengan skala di bawah ini:

0 - 21 = Low

22 - 42 = Intermediate

43 - ... = Advance

Appendix V: Questionnaire of Student's Interpersonal Skill

INSTRUMEN PENELITIAN

Hubungan Antara Intensitas Pengaruh Menonton Program Televisi Terhadap Tingkat Keterampilan Interpersonal Siswa Kelas 4 dan 5 MI Nurul Hikmah Malang

Daftar berikut berkaitan dengan identitas responden.

1. Nama :
2. Kelas/No. Absen :

PETUNJUK PENGISIAN

Isilah pernyataan di bawah ini, dengan cara memberikan tanda silang (√) pada baris yang telah disediakan.

A. Kecerdasan interpersonal

No.	Pernyataan-pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Kalau guru memanggil nama saya dengan suara keras dan kasar seperti sedang membentak, saya tahu kalau itu artinya guru saya sedang marah kepada saya.*				
2.	Saya tetap ramai di perpustakaan, meski saya sudah tahu kalau ada tulisan "DILARANG RAMAI".				
3.	Pada waktu jam kosong, saya lebih suka bermain dan bersenda gurau dengan teman-teman di sekolah.*				
4.	Kalau di sekolah, saya lebih suka diam, membaca buku ataupun menyendiri.				
5.	Saya bisa tahu kalau guru saya sedang marah hanya dengan menggebrak meja.*				
6.	Saya tetap terlambat berangkat sekolah meski saya sudah tahu kalau pintu gerbang sekolah akan ditutup pada pukul 07.00 wib tepat.				

7.	Saya akan bertanya kepada bapak/ibu guru jika saya merasa kesulitan (tidak paham) pada mata pelajaran yang telah disampaikan .*				
8.	Saya masih tetap ramai di kelas meski ibu guru sudah mengingatkan kami untuk duduk dan diam.				
9.	Saya tahu bahwa saya harus diam ketika guru saya berkata “sssstttt” sambil meletakkan jari telunjuknya di depan bibir.*				
10.	Saya masih tetap ramai dan bicara sendiri dengan teman-teman meski guru saya sudah berkata “ssstttt” sambil meletakkan jari telunjuknya di depan bibir				
11.	Jika teman saya sakit, maka saya akan menjenguknya.*				
12.	Saya lebih memilih menggunakan uang saku sekolah saya untuk membeli kue daripada memberikannya kepada pengemis yang saya temui di jalan.				
13.	Saya lebih suka disuruh bercerita daripada harus duduk diam dan mendengarkan.*				
14.	Saya suka menulis buku harian (diary).				
15.	Saya suka mengikuti kegiatan pramuka dan perkemahan di sekolah.*				
16.	Saya suka belajar di tempat yang tenang.				
17.	Saya senang mengikuti kegiatan gotong royong membersihkan ruang kelas ataupun sekolah.*				
18.	Saya diam saja ketika ada kerja bakti membersihkan kelas.				
19.	Saya akan membersihkan papan tulis sebelum diminta oleh ibu guru.*				
20.	Jika saya tidak bertugas untuk piket kelas, maka saya akan membiarkan ruang kelas saya dalam keadaan kotor dan tidak membersihkannya.				

Skoring:

Menjumlahkan semua jawaban dengan mengikuti petunjuk penskorannya. Untuk nomor item dengan tanda bintang jawaban Selalu, maka nilainya = 4 (empat), Sering = 3, Kadang-kadang = 2, dan jawaban tidak pernah = 1.

Sedangkan pada item tanpa bintang, maka skoringnya menjadi, Tidak pernah = 4, Kadang-kadang = 3, Sering = 2, dan Selalu = 1. Setelah menjumlahkan semua skor, maka selanjutnya membandingkan dengan skala di bawah ini:

0 – 26 = Low

27 – 52 = Intermediate

53 - ... = Advance



Appendix VI: Validity and Reliability Testing Result of Watching Television Program Intensity

Reliability

[DataSet0]

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	32.3
	Excluded ^a	42	67.7
	Total	62	100.0

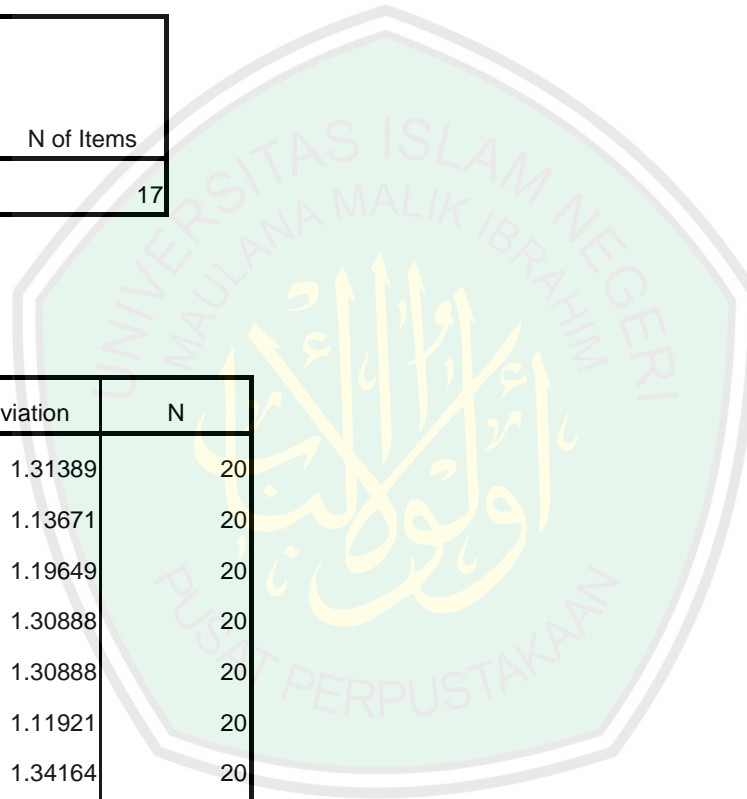
a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

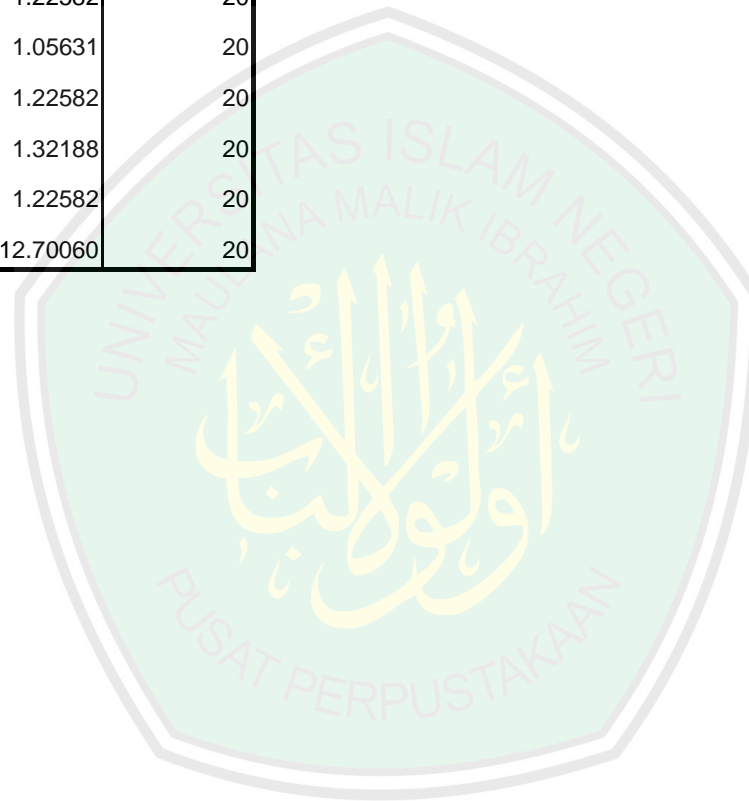
	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.757	.921	17

Item Statistics

	Mean	Std. Deviation	N
Soal1	1.6000	1.31389	20
Soal2	2.3500	1.13671	20
Soal3	1.8000	1.19649	20
Soal4	1.8500	1.30888	20
Soal5	1.8500	1.30888	20
Soal6	1.9000	1.11921	20
Soal7	1.7000	1.34164	20
Soal8	.6500	.87509	20
Soal9	1.7000	1.34164	20
Soal10	1.8000	1.19649	20



Soal11	1.8500	1.30888	20
Soal12	1.8500	1.22582	20
Soal13	.8000	1.05631	20
Soal14	1.8500	1.22582	20
Soal15	1.2000	1.32188	20
Soal16	1.8500	1.22582	20
Total_skor	26.6000	12.70060	20



Inter-Item Correlation Matrix

	Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Total_skor
Soal1	1.000	.381	.516	.790	.269	.508	.496	.421	.496	.516	.790	-.105	.356	-.105	.655	-.105	.671
Soal2	.381	1.000	.170	.497	.426	.443	.383	.288	.383	.170	.497	.266	.149	.266	.476	.266	.586
Soal3	.516	.170	1.000	.753	.282	.456	.584	.231	.584	1.000	.753	.050	.133	.050	.592	.050	.708
Soal4	.790	.497	.753	1.000	.416	.492	.632	.365	.632	.753	1.000	.116	.396	.116	.718	.116	.861
Soal5	.269	.426	.282	.416	1.000	-.047	.513	-.140	.513	.282	.416	.444	.320	.444	.262	.444	.585
Soal6	.508	.443	.456	.492	-.047	1.000	.610	.339	.610	.456	.492	-.165	.116	-.165	.299	-.165	.508
Soal7	.496	.383	.584	.632	.513	.610	1.000	.085	1.000	.584	.632	.131	.513	.131	.392	.131	.771
Soal8	.421	.288	.231	.365	-.140	.339	.085	1.000	.085	.231	.365	.341	.205	.341	.701	.341	.479
Soal9	.496	.383	.584	.632	.513	.610	1.000	.085	1.000	.584	.632	.131	.513	.131	.392	.131	.771
Soal10	.516	.170	1.000	.753	.282	.456	.584	.231	.584	1.000	.753	.050	.133	.050	.592	.050	.708
Soal11	.790	.497	.753	1.000	.416	.492	.632	.365	.632	.753	1.000	.116	.396	.116	.718	.116	.861
Soal12	-.105	.266	.050	.116	.444	-.165	.131	.341	.131	.050	.116	1.000	.301	1.000	.344	1.000	.479
Soal13	.356	.149	.133	.396	.320	.116	.513	.205	.513	.133	.396	.301	1.000	.301	.445	.301	.539
Soal14	-.105	.266	.050	.116	.444	-.165	.131	.341	.131	.050	.116	1.000	.301	1.000	.344	1.000	.479
Soal15	.655	.476	.592	.718	.262	.299	.392	.701	.392	.592	.718	.344	.445	.344	1.000	.344	.795
Soal16	-.105	.266	.050	.116	.444	-.165	.131	.341	.131	.050	.116	1.000	.301	1.000	.344	1.000	.479
Total_skor	.671	.586	.708	.861	.585	.508	.771	.479	.771	.708	.861	.479	.539	.479	.795	.479	1.000

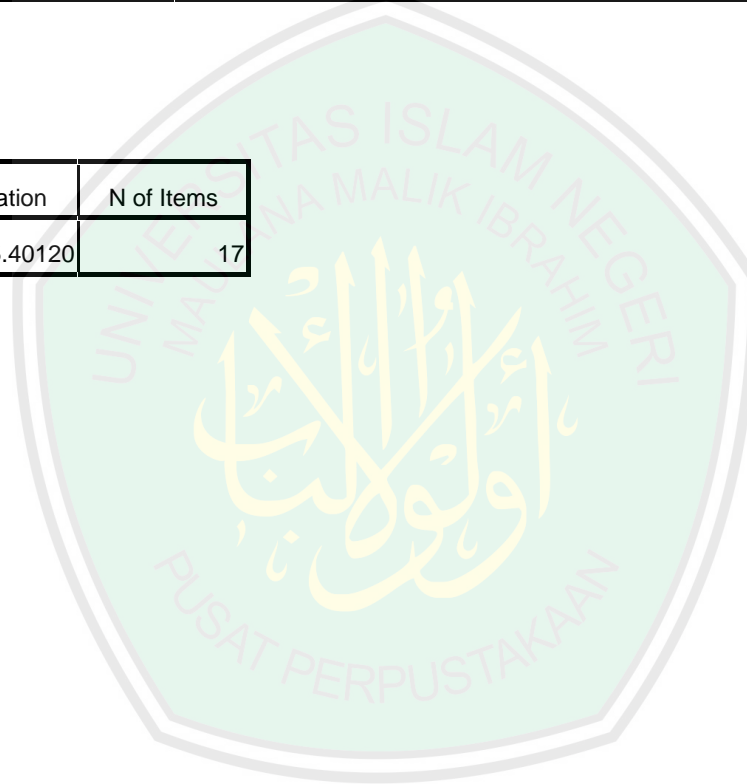
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal1	51.6000	602.147	.641	.	.741
Soal2	50.8500	612.661	.556	.	.746
Soal3	51.4000	603.621	.683	.	.742
Soal4	51.3500	589.713	.846	.	.735
Soal5	51.3500	608.029	.550	.	.745
Soal6	51.3000	617.589	.474	.	.749
Soal7	51.5000	594.474	.748	.	.737
Soal8	52.5500	624.682	.452	.	.752
Soal9	51.5000	594.474	.748	.	.737
Soal10	51.4000	603.621	.683	.	.742
Soal11	51.3500	589.713	.846	.	.735
Soal12	51.3500	616.871	.441	.	.749
Soal13	52.4000	617.411	.509	.	.748
Soal14	51.3500	616.871	.441	.	.749
Soal15	52.0000	593.579	.775	.	.737

Soal16	51.3500	616.871	.441	.	.749
Total_skor	26.6000	161.305	1.000	.	.908

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
53.2000	645.221	25.40120	17



Appendix VII: Validity and Reliability Test Result of Student's Interpersonal Skill

Correlations

		y1
VAR00001	Pearson Correlation	.634**
	Sig. (2-tailed)	.001
	N	23
VAR00002	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00003	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00004	Pearson Correlation	.634**
	Sig. (2-tailed)	.001
	N	23
VAR00005	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00006	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00007	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00008	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00009	Pearson Correlation	.665**

	Sig. (2-tailed)	.001
	N	23
VAR00010	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00011	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00012	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00013	Pearson Correlation	.654**
	Sig. (2-tailed)	.001
	N	23
VAR00014	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00015	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00016	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23
VAR00017	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23
VAR00018	Pearson Correlation	.634**
	Sig. (2-tailed)	.001
	N	23
VAR00019	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	23

VAR00020	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
	N	23

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability

DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.763	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	80.74	972.565	.613	.754
VAR00002	80.91	951.356	.878	.748
VAR00003	80.57	969.621	.646	.753
VAR00004	80.74	972.565	.613	.754
VAR00005	80.57	975.711	.637	.755
VAR00006	80.57	969.621	.646	.753
VAR00007	80.91	951.356	.878	.748
VAR00008	80.57	975.711	.637	.755
VAR00009	80.57	969.621	.646	.753
VAR00010	80.57	969.621	.646	.753
VAR00011	80.57	975.711	.637	.755
VAR00012	80.91	951.356	.878	.748
VAR00013	80.57	975.711	.637	.755
VAR00014	80.91	951.356	.878	.748
VAR00015	80.91	951.356	.878	.748
VAR00016	80.57	969.621	.646	.753
VAR00017	80.91	951.356	.878	.748
VAR00018	80.74	972.565	.613	.754
VAR00019	80.91	951.356	.878	.748
VAR00020	80.57	969.621	.646	.753
x1	41.39	253.613	1.000	.956

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
82.78	1.014E3	31.850	21

Appendix VIII: Correlation Test Result

Correlations

		Intensitas	Interpersonal
Intensitas	Pearson Correlation	1	.226
	Sig. (2-tailed)		.077
	N	62	62
Interpersonal	Pearson Correlation	.226	1
	Sig. (2-tailed)	.077	
	N	62	62

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Intensitas	62	100.0%	0	.0%	62	100.0%
Interpersonal	62	100.0%	0	.0%	62	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Intensitas	.091	62	.200*	.975	62	.248
Interpersonal	.147	62	.002	.930	62	.002

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.



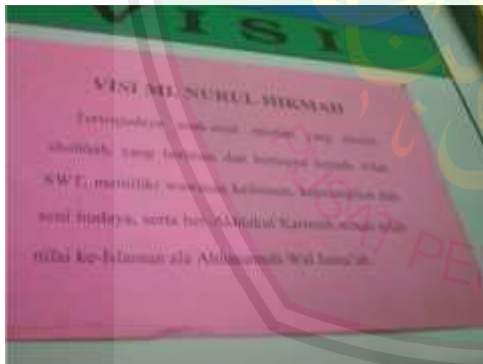
Appendix IX

DOCUMENTATIONS



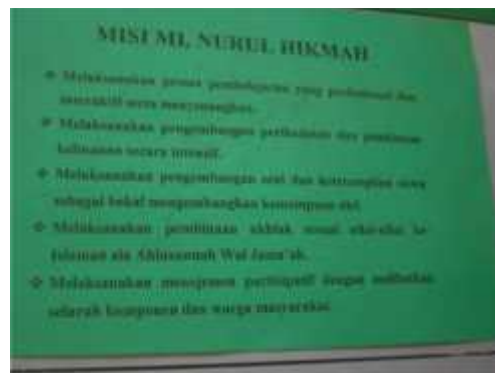
Photo after interview process with Mr. Sholikhin, S.PdI and Drs. Suraji about History of The School.

Photo with Mrs. Ervina as the administrator of the school after data gathering process.



Vision of Nurul Hikmah Malang Islamic Elementary School.

Mission of Nurul Hikmah Malang Islamic Elementary School.





Process of questionnaire Test.
Researcher gave an instruction toward the students how to doing the test.

The researcher dispenses the questionnaire toward the students on questionnaire test process.



The researcher answered student's question.



The students submitting the questionnaire.



Research Time is enjoyable research process.



Joking with the students so that they were not feels strained



Dispense the questionnaire



Take a picture together



Appendix X: Biography



Name : Fergy Ani Pratiwi

NIM : 11140145

Department : Islamic Elementary Teacher Education

Faculty : Tarbiyah and Teaching Science

Birth : Mojokerto, September 23rd 1993

Address : - Pekukuhan, Mojosari, Mojokerto,
Rt/Rw: 005/003
- Joyo mulyo Street, no. 340 A Malang

E-mail : Fergyjackson.207@gmail.com
Fergyve.me@gmail.com

Riwayat Pendidikan : - MI Wajib Belajar Pekukuhan
- SMP Islam Dahlan - Syafi'i
- MAN Mojosari
- UIN Maulana Malik Ibrahim Malang
- PP. Al-Mubarak

Malang, October 13th 2015

Collage Student

(Fergy Ani Pratiwi)

