

The Effect of Social Intelligence and Adversity Intelligence of Students on Videographic Creativity

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Abstract. Humans, since time immemorial, have carried out creativity. Without creative people, maybe the world would not be as it is now. Everyone has a fantastic gift for creativity. Everyone has the cultivation and development of creativity, but it needs to be identified and stimulated. This study aims to reveal the Effect of Social Intelligence and Adversity Intelligence of Students on Videographic Creativity. This study uses a type of quantitative research with a survey approach. The population of this study was all students at public and private vocational high schools (SMK) in the cities of East Jakarta and Bekasi. The sampling technique uses stage random sampling. Research data were obtained from social intelligence instruments, adversity intelligence instruments and videographic creativity instruments. Before being used to collect research data, the device was tested for the validity and reliability of the instrument. Data analysis using regression analysis. Conclusion: 1) Social Intelligence has a direct positive effect on videographic creativity. 2) Social Intelligence directly affects Adversity Intelligence. 3) Adversity intelligence has a direct positive effect on videographic creativity.

Keywords: Social Intelligence; Adversity Intelligence; Videographic Creativity.

INTRODUCTION

The Vocational High School Television and Film Broadcasting Expertise Program (Broadcasting) is a level of education that requires maturity of ideas and creativity in every lesson. Learning uses a project system where students are asked to design concepts for a video [1]. This is because the Vocational High School Expertise Program is closely related to presenting broadcasts and films that must be acceptable to the public. One can be conveyed through video capture techniques (videography) [2]. However, because teaching in the classroom still tends to use lectures, it is difficult for students to express ideas and develop creativity in the given project [3]. In taking a video, the involvement of various aspects of intelligence is needed to get the depth of the meaning of video art [4].

Authors [5] suggest an interaction effect between learning approaches, emotional intelligence, adversity, and social learning outcomes. This also refers to the opinion [6] that IQ determines 20%

of success in learning while the other 80% is determined by factors including emotional, social, and adversity intelligence. Different types of intelligence also support emotional intelligence in humans, including AQ (Adversity Quotient Intelligence). Adversity Quotient Intelligence measures the ability to face difficulties in life [7]. Related to creativity in videography, this intelligence is essential to improve because ideas are not always easy to find. Therefore, the resilience to consistently find ideas and develop them until they become the expected output is essential. The author [8] introduces the LEADS chain theory and the three pillars in building an Adversity Quotient which can change thinking habits and serve as a framework for measuring and improving responses to experienced events, as well as improving performance, which will enhance personal and professional effectiveness, which is a combination of reactions from cognitive psychology, psychoneuroimmunology, and neurophysiology together to form AQ [9]. Stolz's synthesis of the theory can be translated into life to under-

stand how to predict performance, empower, and determine productivity and expectations.

Social intelligence will support students in getting used to seeing interactions in a social environment so that they can know what kind of videos are acceptable to the community and benefit the surrounding environment. Social intelligence is also related to how students can communicate, build, and maintain relationships with various parties in an effective way [10]. Students with high social intelligence will be able to understand the feelings and desires of other people, accept other people's opinions, and adapt to various social situations [11]. That way, students who have this intelligence can implement it in the videos they make, for example, sensitivity to social feelings with others, how to understand social situations and convey them to the audience, and can present ways that can attract the sympathy of others until they are finally able to get the contents of the videos they make. Through social intelligence, students can develop effective communication, which is considered one of the competencies that supports success because it can convince others of the work created.

METHOD

The research method used in this study is a survey method. The population of this study was all

students at public and private vocational high schools (SMK) in the cities of East Jakarta and Bekasi. The sampling technique used is random sampling. The time for this research will be carried out in odd semesters of the 2021-2022 school year, March to December 2021, to be precise. The research data was obtained from the social intelligence instrument, the adversity intelligence instrument and the videographic creativity instrument. Before collecting research data, the tool was first tested in the population but outside the research sample to test its validity and reliability. The analysis technique used is the regression analysis technique. This study aims to reveal a) the effect of social intelligence on videographic creativity, b) the effect of social intelligence on adversity intelligence, and c) the effect of Adversity Intelligence on videographic creativity.

RESULTS AND DISCUSSIONS

The Effect of Social Intelligence on Videographic Creativity. The effect of social intelligence X_1 on videographic creativity Y is processed using SPSS 20 with the following research results.

Table 1 – SPSS model summary test results

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.731 ^a	0.534	0.532	14.29766	0.534	275.245	1	240	0.000

Notes: Constant – Social Intelligence.

Table 2 – ANOVA Analysis Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	56266,346	1	56266,346	275,245	.000
Residual	49061,505	240	204,423		
Total	105327,851	241			

Notes: Dependent Variable – Videography Creativity; Constant – Social Intelligence

Table 3 – SPSS test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero order	Partial	Part
Constant	55,465	6,369		8,708	,000			
Social Intelligence	,714	,043	,731	16,591	,000	,731	,731	,731

From Table 1, the coefficient of determination R^2 of 0.534 means that 53.4% of the video graphics creativity variable (Y) variability can be explained by the social intelligence variable X_1 , so that error = $1 - R^2 = 1 - 0.534 = 0.466 \approx 0.10$. Based on the analysis results in Table 2, $F_0 = 275.245$; $df_1 = 1$ $df_2 = 240$, p-value = 0.000 < 0.05 or H_0 is rejected. Thus, Social Intelligence (X_1) influences the Videographic Creativity variable (Y).

The path coefficient X_1 to Y in Table 3 = 0.731. The hypothesis to be tested is $H_0: \gamma_{22} \leq 0$; $H_1: \gamma_{22} > 0$.

From Table 3, the price is $t_0 = 16.591$ and p-value = $0.000/2 < 0.05$ or H_0 is rejected. Thus, the Social Intelligence variable X_1 directly affects video graphics creativity Y. Thus, the study's first hypothesis is supported by empirical data.

The Effect of Social Intelligence on Adversity Intelligence. The Effect of Social Intelligence X_1 on Adversity Intelligence X_2 was processed using SPSS 20 with the following research results.

Table 4 – SPSS model summary test results

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R ² Change	F Change	df1	df2	Sig. F Change
.740 ^a	.548	.546	15,80773	.548	290,908	1	240	.000

Notes: Constant – Social Intelligence.

Table 5 – ANOVA Analysis Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	72693,479	1	72693,479	290,908	.000 ^b
Residual	59972,244	240	249,884		
Total	132665,723	241			

Notes: Dependent Variable – Adversity Intelligence; Constant – Social Intelligence.

Table 6 – SPSS test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero order	Partial	Part
Constant	39,512	7,042		5,611	.000			
Social Intelligence	.811	.048	.740	17,056	.000	.740	.740	.740

Notes: Dependent Variable – Adversity Intelligence

From Table 4, the coefficient of determination R^2 of 0.548 means that 54.8% of the Adversity intelligence variable X_2 variability can be explained by the social intelligence variable X_1 , so that error = $1 - R^2 = 1 - 0.548 = 0.452 \approx 0.10$.

Based on the analysis results in Table 5, $F_0 = 290.908$; $df_1 = 1$ $df_2 = 240$, p-value = 0.000 < 0.05 or H_0 is rejected. Thus, Social Intelligence X_1 affects the adversity Intelligence variable X_2 .

The path coefficient X_1 to X_2 in Table 6 = 0.740. The hypothesis to be tested is $H_0: \gamma_{12} \leq 0$; $H_1: \gamma_{12} > 0$.

From Table 6, the price is $t_0 = 17.056$ and p-value = $0.000/2 < 0.05$ or H_0 is rejected. Thus, the Social Intelligence variable X_1 directly affects Adversity Intelligence X_2 . Therefore, the second research hypothesis is supported by empirical data.

Effect of Adversity Intelligence on Videographic Creativity. The Effect of Adversity Intelligence X_2 on Videographic Creativity Y was processed using SPSS 20. With the following research results:

Table 7 – SPSS model summary test results

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R ² Change	F Change	df1	df2	Sig. F Change
,934 ^a	,872	,871	7,50559	,872	1629,706	1	240	,000

Notes: Constant – Adversity Intelligence.

Table 8 – ANOVA Analysis Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	91807,711	1	91807,711	1629,706	,000
Residual	13520,140	240	56,334		
Total	105327,851	241			

Notes: Dependent Variable – Videography Creativity; Constant – Adversity Intelligence.

Table 9 – SPSS test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
Constant	28,289	3,299		8,576	,000			
Adversity Intelligence	,832	,021	,934	40,370	,000	,934	,934	,934

Notes: Dependent Variable – Videography Creativity.

From Table 7, the coefficient of determination R² of 0.872 means that 87.2% of the variability of the video graphics creativity variable Y can be explained by the Adversity intelligence variable X₂, so that error = 1-R² = 1-0.872 = 0.128 ≈ 0.10.

Based on the analysis results in the table above, F₀ = 1629.706 is obtained; df₁ = 1 df₂ = 240, p-value = 0.000 < 0.05, or H₀ is rejected. Thus, Adversity Intelligence X₂ influences the Videographic Creativity variable Y.

The path coefficient X₂ to Y = 0.934 is in Table 9. The hypothesis to be tested is H₀: γ₂ ≤ 0. H₁: γ₂ > 0.

From Table 9, the price is t₀ = 40.370 and p-value = 0.000/2 < 0.05 or H₀ is rejected. Thus, the Adversity Intelligence variable X₂ directly affects video graphics creativity Y. Therefore, the third hypothesis of the study is supported by empirical data.

Students with high social intelligence also tend to be more creative in making videographic works. Students' ability to interact and collaborate with others can help them broaden their horizons and innovative ideas. In addition, students with high adversity intelligence also tend to be more creative in making videographic works.

Students' ability to overcome challenges and obstacles in making videographic works can strengthen their creative skills. In the context of

videography, previous research supports the findings that students' emotional, social, and adversity intelligence can influence their creativity in making videographic works. For example, research conducted by [12] showed that emotional intelligence can predict creative abilities in making decisions in filmmaking. Another study by [13] showed that social intelligence also plays a vital role in increasing students' creativity in making short films. Meanwhile, research by [14] shows that adversity intelligence can improve students' creative abilities in overcoming technical problems in making videographic works.

Research [15] showed that the emotional quotient (EQ) variable positively affects students' mathematics learning achievement. However, the development of students' EQ is still lacking. This can be seen from the data on the EQ level of students in the medium category.

This certainly needs to be paid more attention to by educators because EQ influences mathematics learning achievement so that in the future, the learning achievement of students belonging to the low category can be further improved. The adversity quotient (AQ) variable does not directly affect students' mathematics learning achievement. The absence of the influence of AQ is suspected because students still have difficulty dealing with the problems they face when learn-

ing in class. This can be seen from the descriptive analysis data on the AQ questionnaire of students who have an AQ level in the camper category, which is, according to [8], students who are in the camper category still tend to be quickly satisfied with the learning outcomes they achieve, not trying as much as possible to achieve even better results, whatever results they obtain they will accept these results. So that students will be challenged to develop in the learning process or their learning outcomes.

CONCLUSIONS

This research can be concluded as follows:

- a) Social Intelligence X_1 directly affects videographic creativity Y . Thus, empirical data support the first research hypothesis.
- b) Social Intelligence X_1 has a direct positive effect on Adversity Intelligence X_2 . Thus, the second research hypothesis is supported by empirical data.
- c) Adversity intelligence X_2 has a direct positive effect on videographic creativity Y . Thus, empirical data support the third hypothesis of the study.

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