Abstrak

Mahasiswa psikologi dituntut memiliki kecerdasan sosial yang baik untuk menunjang kemampuan interaksi interpersonal, komunikasi, penyesuaian diri dalam lingkungan akademik maupun profesional. Namun, kemampuan kecerdasan sosial pada mahasiswa berbeda pada setiap individu dan diduga dipengaruhi oleh karakteristik kepribadian. Salah satu pendekatan kepribadian yang banyak digunakan adalah *Big Five Personality* yang terdiri dari *extraversion, agreeableness, conscientiousness, neuroticism,* dan *openness to experience*. Penelitian ini bertujuan untuk mengetahui pengaruh *Big Five Personality* terhadap kecerdasan sosial pada mahasiswa Program Studi Psikologi Universitas Negeri Gorontalo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain metode *cross-sectional*. Sampel penelitian berjumlah 154 mahasiswa yang diperoleh melalui teknik *probability sampling* dengan metode *simple random sampling*. Pengumpulan data menggunakan instrumen *Big Five Inventory* (BFI) dan *Tromsø Social Intelligence Scale* (TSIS). Analisis data dilakukan melalui regresi linear berganda, uji t (parsial), uji F (simultan), serta koefisien determinasi (R^2). Hasil analisis menunjukkan bahwa secara simultan Big Five Personality berpengaruh signifikan terhadap kecerdasan sosial ($p = 0,000 < 0,05$). Secara parsial, *extraversion* ($t = 3,173$; $p = 0,002$), *agreeableness* ($t = 5,414$; $p = 0,000$), dan *conscientiousness* ($t = 2,283$; $p = 0,024$) berpengaruh signifikan, sedangkan *Neuroticism* ($t = 0,606$; $p = 0,546$) dan *openness to experience* ($t = 0,906$; $p = 0,367$) tidak berpengaruh signifikan. Nilai R^2 sebesar 0,551 menunjukkan kontribusi *Big Five Personality* sebesar 55,1% terhadap kecerdasan sosial. Temuan ini menunjukkan bahwa karakteristik kepribadian berperan penting dalam membentuk kemampuan sosial mahasiswa dalam berinteraksi dan beradaptasi. Penelitian ini diharapkan memberikan kontribusi dalam pengembangan ilmu psikologi serta menjadi dasar penyusunan program pengembangan soft skills mahasiswa.

Kata kunci: *Big Five Personality*, kecerdasan sosial, mahasiswa, psikologi

Abstract

Psychology students are required to possess strong social intelligence to support interpersonal interaction, communication, and adjustment skills in academic and professional environments. However, students' social intelligence differs among individuals and is thought to be influenced by personality characteristics. One widely used personality approach is the Big Five Personality Scale, which consists of extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience. This study aims to determine the effect of the Big Five Personality Scale on social intelligence in students in the Psychology Study Program at Gorontalo State University. This study used a quantitative approach with a cross-sectional design. The sample size was 154 students, obtained through probability sampling with simple random sampling. Data collection used the Big Five Inventory (BFI) and the Tromsø Social Intelligence Scale (TSIS). Data analysis was performed using multiple linear regression, partial t-tests, simultaneous F-tests, and coefficients of determination (R^2). The analysis showed that the Big Five Personality Scales simultaneously had a significant effect on social intelligence ($p = 0.000 < 0.05$). Partially, extraversion ($t = 3.173$; $p = 0.002$), agreeableness ($t = 5.414$; $p = 0.000$), and conscientiousness ($t = 2.283$; $p = 0.024$) had a significant effect, while neuroticism ($t = 0.606$; $p = 0.546$) and openness to experience ($t = 0.906$; $p = 0.367$) did not. The R^2 value of 0.551 indicates that the Big Five Personality traits contributed 55.1% to social intelligence. This finding suggests that personality characteristics play a significant role in shaping students' social skills in interacting and adapting. This research is expected to contribute to the development of psychology and serve as a basis for developing student soft skills development programs.

***Keywords**: Big Five Personality traits, social intelligence, students, psychology*