Randwick International of Education and Linguistics Science (RIELS) Journal
Vol. 4, No. 2, June 2023 | Page 284-294 |
https://www.randwickresearch.com/index.php/rielsj

The Effect of the Learning Model "Problem Based Learning" on Interpersonal Intelligence and Student Pancasila and Civic Subject Learning Outcomes

DOI: *https://doi.org/10.47175/rielsj.v4i2.697*

| Ramadhani Lastari[1,*] | Daulat Saragi[2] | Abdul Murad[3] |

[1,2,3] Basic Education Department, Postgraduate, Universitas Negeri Medan, Indonesia

**ramadhanlestari18@gmail.com*

ABSTRACT

To find out the factors that can determine student learning outcomes and measure students' interpersonal intelligence in PANCASILA AND CIVIC EDUCATION subjects in class IV 8 Langkat students with the theme 1 Beautiful togetherness and sub -theme 1 Diversity of my nation's culture in the PBL learning model. . Researchers use quasi experimental design because in this study there are variables from outside that cannot be controlled by researchers. The design used in this study is the two group pretest-post-test design. The researcher conducted a normality and homogeneity test assisted using SPSS 26.0. Data Pretest and Posttest Learning Outcomes Based on the Normality Test. The results show that the experimental and control classes have a significance value of greater than 0, 05. Data Pretest and Learning Outcomes Based on the homogeneity test in Table 4 obtained a significance value greater than 0.05 (0, 47> 0.05). Interpersonal intelligence and learning outcomes of students who are taught with the problem based learning model are better than students who are taught with direct learning models (direct instruction). There is a positive relationship between interpersonal intelligence and student learning outcomes taught with a problem based learning model. The increase in learning outcomes was 0.41 (medium) and an increase in the interpersonal intelligence of students was 0.55 (medium).

KEYWORDS

pretest; posttest; interpersonal

INTRODUCTION

Pancasila and Civic Education or PPKN is a subject that must be learned at all levels of education, ranging from elementary to tertiary institutions. According to Susanto (2013: 233) Pancasila and Civic Education learning objectives so that students can understand and implement rights and obligations politely, honestly, and democratically as well as being educated and responsible citizens. Students who are said to be successful in learning Pancasila and Civic Education when achieving the value of KKM (minimum completeness criteria) set by the school are 75. Student learning outcomes are the embodiment of educational goals, namely gaining knowledge, mastery of skills, and attitude formation.

Wahyuni (2015: 23) states that the factors that influence learning outcomes are divided into two categories, namely internal factors and external factors. These two factors influence each other in the individual learning process so as to determine the quality of learning, where internal factors, are factors that originate from within the individual and can influence individual learning outcomes which include (a) physiological factors (b) psychological

factors, while external factors, are factors originating from outside that can affect individual learning, including (a) social environment, (b) non -social environment. In addition to the above factors, the learning model is also an external factor that can affect student learning outcomes (Dariyo, A, 2013). Suryanto and Athourrohman (2016: 120) Student learning outcomes are influenced by students and the quality of teaching.

One of them is how the teacher chooses the learning model. With the selection of the right learning model, it will also affect the increase in learning outcomes and the achievement of a learning objective (Setiawan, Ivana, Yunita & Hidayat, 2022). This is in accordance with the opinion of Nawipa (2020) the learning model is defined as a systematic procedure in organizing learning experiences to achieve learning goals. Based on the results of an interview with one of the Pancasila and Civic Education teachers, Ms. Melly Hafiza stated that Pancasila and Civic Education learning outcomes were still low. This can be seen from the student value data in Pancasila and Civic Education subjects. In addition, the cause of low student learning outcomes can be sourced from the implementation of learning that is directly in school, where learning activities are still centered on the teacher. This is supported by the findings of several researchers who state that this problem -based learning has proven to affect interpersonal intelligence and student learning outcomes (Suherli, Nada, 2020; Kusumawati, Indah, 2020) The intelligence possessed by each student is different and a person's intelligence is not only limited to IQ. As stated by Gardner (2013) put forward seven sizes of compound intelligence: linguistic, mathematical-logical, spatial-visual, interpersonal, intrapersonal, music, and kinesthetic. In this study the intelligence of students to be discussed is interpersonal intelligence. Muhmidayeli (2013) explains that interpersonal intelligence is intelligence in one's interaction with others. In line with the opinion of Wahyudi (2011), interpersonal intelligence is the ability to observe and understand the intentions, motivations and feelings of others and be able to enter into others, understand the world of others, understand the views, attitudes of others and generally can lead group.

Based on the background of the problem, to improve interpersonal intelligence and student learning outcomes researchers conduct research with the Problem Based Learning model in learning activities. This research is considered important to do because this PBL model provides an opportunity for children to gain real experience during the learning process. Then it is necessary to conduct a scientific study of the extent to which PBL affects interpersonal intelligence and student learning outcomes in Pancasila and Civic Education subjects through research with the title "The Effect of Problem Based Learning Learning Models on Interpersonal Intelligence and Pancasila and Civic Education Learning Outcomes Students in Class IV MIN 8 Langkat".

RESEARCH METHODS

In the implementation of research the author takes location at MIN 8 Langkat which is located Jl. Simpang Desa Buluh Telang, Bukit Tua. This research was conducted in the 2022/2023 school year. The population in this study was all grade IV 8 Langkat students. A total of 58 students spread in 2 classes namely IV A and IV B. Researchers used quasi experimental designs because in this study there were variables from outside that could not be controlled by researchers (Sugiyono, 2013). The design used in this study is the two group pretest-postest design. This study applied two different treatments, namely in the experimental group the problem based learning model was applied with and the control group was applied by the direct learning model.

Table 1. Two Group Pretes – Posttes Design

Group	Pre-test	Treatment	Post-test
Experimental class	T_1	X	T_2
Control class	T_1	Y	T_2

Description:
T1: Pretest is given to the experimental class and the control class before treatment
T2: Posttest is given after treatment in the experimental class and the control class
X: Teaching by applying the Problem Based Learning model
Y: Teaching by applying direct learning

RESULTS AND DISCUSSION

Learning Outcomes Pretest

Student learning outcomes in this study were measured using a learning outcomes test instrument in the form of multiple choice totaling 25 questions. Before the two samples were given treatment in the form of a learning process, the two classes were given questions of pretest learning outcomes in advance to find out the initial abilities possessed by both samples. The results of the learning outcomes of the learning outcomes of students in the experimental class and the control class are shown in Table 2.

Table 2. Learning Outcomes Pretest Data

Class	N	Minimum Score	Maximum Score	Average	Standard deviation
Experiment	29	44,00	76,00	60,00	7,55
Control	29	40,00	68,00	54,00	7,82

Learning outcome data pretest data in Table 2 were analyzed by hypothesis testing using the Manova test. The purpose of this Manova test is to see the similarity of the initial abilities possessed by students. Hypothesis test requirements using the Manova test are that data must be normally and homogeneous. The researcher conducted a normality and homogeneity test assisted using SPSS 26.0.

The normality test conducted in this study is to find out whether the sample comes from a normally distributed population or not. The normality test in this study uses Shapiro-Wilk. The learning outcomes normality test is used as the first measured data and the results are shown in Table 3.

Table 3. Learning Outcomes Pretest Data

Class	*Shapiro-Wilk*	Sig.	Conclusion
Experiment	0,97	0,57	Normal
Control	0,96	0,39	Normal

Table 3 shows that the experimental and control class has a significance value greater than 0.05. Based on data pretest learning outcomes in the two classes above it can be concluded that the data pretest of the experimental class learning outcomes and the control class are normally distributed.

The homogeneity test was carried out to find out whether the experimental class and the control class used as the research sample had the same variant and could represent the whole population. The pretest homogeneity test in the experimental class and the control class was carried out by the Levene test using the SPSS 26.0 program with a significance level of 0.05. The following results of the homogeneity test are found in Table 4.

Table 4. Learning Outcomes Pretest Data

Data	*Levene Statistic*	Sig.	Conclusion
Learning Outcomes Pretest	0,52	0,47	Homogeneous

The results of the homogeneity test in Table 4 obtained a significance value greater than 0.05 (0.47> 0.05). Based on the learning outcomes of the learning outcomes, the assumption of homogeneity is met.

The Results of the Student Interpersonal Intelligence Questionnaire Pretest

Interpersonal intelligence of students in this study was measured using non -test instruments in the form of questionnaires. Both sample classes are given a questionnaire before starting the learning process to find out the initial interpersonal intelligence of students. The results of interpersonal intelligence questionnaire data for students in experimental classes and control classes are shown in Table 5.

Table 5. Interpersonal Intelligence Questionnaire Data

Class	N	Minimum Score	Maximum Score	Average	Standard Deviation
Experiment	29	59,62	71,79	65,05	2,83
Control	29	59,62	71,79	64,56	2,72

The interpersonal intelligence pretest data in Table 5 was analyzed by the hypothesis test using the Manova test. The purpose of this Manova test is to see the similarity of early interpersonal intelligence possessed by students. Hypothesis test requirements using the Manova test are that data must be normally and homogeneous. The researcher conducted a normality test and homogeneity was assisted using SPSS 26.0.

The normality test conducted in this study is to find out whether the sample comes from a normally distributed population or not. The normality test of creative thinking skills also uses the Shapiro-Wilk test. The results of the normality test and interpersonal movement pretest are shown in Table 6.

Table 6. Interpersonal Intelligence Questionnaire Data

Data	*Levene Statistic*	Sig.	Conclusion
Experiment	0,95	0,22	Normal
Control	0,95	0,23	Normal

Table 6 shows that the experimental and control class has a significance value greater than 0.05. Based on the data of interpersonal intelligence questionnaire in the two classes above it can be concluded that the interpersonal intelligence question questionnaire in the experimental class and the control class is normally distributed.

The pretest homogeneity test in the experimental class and the control class was carried out by the Levene test using the SPSS 26.0 program with a significance level of 0.05. The following results of the homogeneity test are found in Table 7.

Table 7. Interpersonal Intelligence Questionnaire Data

Data	*Levene Statistic*	Sig.	Conclusion
Interpersonal Intelligence Questionnaire	0,49	0,48	Homogeneous

The results of the homogeneity test in Table 7 obtained a significance value greater than 0.05 (0.48> 0.05). Based on the interpersonal intelligence questionnaire data, the assumption of homogeneity is fulfilled.

Test Hypothesis Data Pretest Interpersonal Intelligence and Learning Outcomes

Based on the results of the calculation of pretest data normally and homogeneous so that the hypothesis testing in this study uses the average pretest test using Manova test with the help of SPSS 26. 0. The hypothesis tested in the pretest data is in the form:

$H_0: \mu_1 = \mu_2$: The experimental class and control classes have the same initial ability in interpersonal intelligence and learning outcomes.

$H_a: \mu_1 \neq \mu_2$: Experimental classes and control classes have different initial abilities in interpersonal intelligence and learning outcomes.

The results of the pretest hypothesis test using the Manova test are presented in Table 8 below.

Table 8. MANOVA PRETES Test Results Interpersonal Intelligence and Learning Outcomes

No	Effect	Sig
1	Pillai's Trace	0,174
2	Wilks' Lambda	0,174
3	Hotelling's Trace	0,174
4	Roy's Largest Root	0,174

Based on Table 8, the significance value of the Effect Model was 0.174. Requirements for H_0 received are the significance of Manova Table> 0.05. Manova test results in Table 4.7 found that a significant value> 0.05. Then it can be concluded that the experimental class and control classes have the same ability in interpersonal intelligence and learning outcomes.

Posttest Results of Learning Outcomes

Posttest data obtained after the learning process has been completed by giving post -test questions. The problem used to get posttest data is the same problem as the learning outcomes of pretest. Giving the same question aims to see the increase in learning after learning with the Problem Based Learning (PBL) model in the experimental class and direct learning in the control class. The results of posttest data learning outcomes can be seen in Table 9.

Table 9. Posttest Data Learning Outcomes

Class	N	Minimum Score	Maximum Score	Average	Standard deviation
Experiment	29	60,00	92,00	76,00	7,55
Control	29	56,00	80,00	68,00	6,23

Posttest data learning outcomes in Table 9 were analyzed by hypothesis testing using the Manova test. The purpose of this Manova test is to see the effect of Problem Based Learning (PBL) on student learning outcomes in class IV A MIN 8 Langkat. Hypothesis test requirements using the Manova test are that data must be normally and homogeneous. The researcher conducted a normality and homogeneity test assisted using SPSS 26.0.

The normality test in this study is to determine whether the sample is normally distributed or not. The normality test uses shapiro-wilk. The results of the posttest normality test of learning outcomes can be seen in Table 10.

Table 10. Posttest Data Learning Outcomes

Class	*Shapiro-Wilk*	Sig.	Conclusion
Experiment	0,97	0,57	Normal
Control	0,94	0,13	Normal

Table 10 shows that the experimental and control class has a significance value greater than 0.05. Based on posttest data learning outcomes in the two classes above it can be concluded that posttest data learning outcomes of the experimental class and the control class are normally distributed.

The posttest homogeneity test in the experimental class and the control class was carried out by the Levene test using the SPSS 26.0 program with a significance level of 0.05. The following results of the homogeneity test are found in Table 11.

Table 11. Posttest Learning Outcomes Data

Data	*Levene Statistic*	Sig.	Conclusion
Posttest Learning Outcomes	0,79	0,37	Homogeneous

The results of the homogeneity test in Table 4.10 obtained a significance value greater than 0.05 (0.06> 0.05). Based on posttest data on the learning outcomes, the assumption of homogeneity is met.

The Results of the Post-test Questionnaire Interpersonal Intelligence

The results of research obtained for posttest data of creative thinking skills in both classes can be seen in Table 12.

Table 12. Data Posttest Intelligence Questionnaire

Class	N	Minimum Score	Maximum Score	Average	Standard deviation
Experiment	29	77	91	84,55	3,82
Control	29	68	87	79,22	3,94

Posttest data learning outcomes in Table 4.11 were analyzed by hypothesis testing using the Manova test. The purpose of this Manova test is to see the effect of Problem Based Learning (PBL) on the interpersonal intelligence of students in class IV MIN 8 Langkat. Hypothesis test requirements using the Manova test are that data must be normally and homogeneous. The researcher conducted a normality and homogeneity test assisted using SPSS 26.0.

The normality test in this study is to determine whether the sample is normally distributed or not. The normality test uses shapiro-wilk. The results of the posttest normality test of learning outcomes can be seen in Table 13.

Table 13. Post-test Interpersonal Intelligence Questionnaire Data

Class	*Shapiro-Wilk*	Sig.	Conclusion
Experiment	0,94	0,10	Normal
Control	0,96	0,33	Normal

Table 13 shows that the experimental and control class has a significance value greater than 0.05. Based on posttest data the interpersonal intelligence questionnaire in the two classes above it can be concluded that the data posttest interpersonal intelligence in the experimental class and the control class is normally distributed.

The posttest homogeneity test in the experimental class and the control class was carried out by the Levene test using the SPSS 26.0 program with a significance level of 0.05. The following results of the homogeneity test are found in Table 14.

Table 14. Interpersonal Intelligence Questionnaire Data

Data	*Levene Statistic*	Sig.	Conclusion
Interpersonal Intelligence Questionnaire	0,90	0,76	Homogeneous

The results of the homogeneity test in Table 14 obtained a significance value greater than 0.05 (0.76> 0.05). Based on the posttest data of the interpersonal intelligence questionnaire, the assumption of homogeneity is fulfilled.

Test the Data of the Posttest Data Questionnaire Interpersonal Intelligence Questionnaire

Based on the results of posttest data calculations normally and homogeneous distribution so that the hypothesis testing in this study uses the post-text difference test using Manova test with the assistance of SPSS 26. 0. The hypothesis tested in the posttest data is in the form:

$H_0: \mu_1 = \mu_2$: There is no significant influence between interpersonal intelligence and student learning outcomes that are taught with the problem based learning model with students who are taught with direct learning.

$H_a: \mu_1 \neq \mu_2$: There is a significant influence between interpersonal intelligence and learning outcomes with the Problem Based Learning model with students who are taught with direct learning.

The results of the posttest hypothesis test using the Manova test are presented in Table 15 below.

Table 15. Manova Test Results Posttest Interpersonal Intelligence and Learning Outcomes

No	*Effect*	*Sig*
1	Pillai's Trace	0,000
2	Wilks' Lambda	0,000
3	Hotelling's Trace	0,000
4	Roy's Largest Root	0,000

Based on Table 15 obtained the significance value of the Effect Model is 0,000. The requirement for H_A is received is the significance of the Manova table <0.05. Manova test results in Table 4.14 found that the significant value <0.05. Then it can be concluded that there is a significant influence between interpersonal intelligence and student learning outcomes that are taught with the problem based learning model of students who are taught with conventional learning at MIN 8 Langkat.

The next hypothesis testing is to find out the relationship between the dependent variable, namely learning outcomes and students' creative thinking skills. The formulation of this third hypothesis is

$H_0: \rho = 0$: There is no positive relationship between interpersonal intelligence and student learning outcomes that are taught with the problem based learning model.

$H_a: \rho \neq 0$: There is a positive relationship between interpersonal intelligence and student learning outcomes that are taught with the problem based learning model.

The results of testing the analysis of interpersonal intelligence data correlation and student learning outcomes with the Manova test are shown in Table 16.

Table 16. Correlation between dependent variables

Correlation	Correlation coefficient	Relationship level
Interpersonal Intelligence - Learning Outcomes	0,951	High

Based on the data in Table 16 that the correlation between interpersonal intelligence and student learning outcomes produces 0.951 (high category). So it can be concluded that there is a positive relationship between the intelligence of learning outcomes and interpersonal intelligence of students who are taught with the problem based learning model.

Increased N-Gain Learning Outcomes

Increased student learning outcomes are calculated by the N-Gain test. The average value of pretest and posttest in the experimental class respectively was 50.37 and 76.09 and the control class was 46.62 and 58.94. Analysis of the increase in N-Gain that has been obtained from the research data table is shown in Table 17.

Table 17. N-Gain Learning Outcomes

No	Class	Pretest Average	Post-test Average	N-*Gain*	Description
1	Experiment	60	76	0,41	Middle
2	Control	54,06	68	0,30	Low

Based on Table 17 the value of n-gain learning outcomes of students in the experimental class is in the medium category, while the control class is in the low category. So it can be concluded that the increase in learning outcomes of students in the experimental class is higher than students in the control class.

Increased N-Gain Interpersonal Intelligence

Increased interpersonal intelligence of students is calculated by the N-Gain test. The average value of pretest and posttest interpersonal intelligence will be analyzed as a whole. Increased n-gain interpersonal intelligence based on pretest and posttest as a whole is shown in Table 18.

Table 18. N-Gain Interpersonal Intelligence

No	Class	Pretest Average	Post-test Average	N-*Gain*	Description
1	Experiment	65,05	84,55	0,55	Middle
2	Control	64,57	83,60	0,21	Low

Based on Table 18 the value of the interpersonal intelligence of students in the experimental class is in the medium category, while the control class is in the low category.

So it can be concluded that the increase in interpersonal intelligence of students in the experimental class is higher than students in the control class.

A Positive Relationship between Interpersonal Intelligence and Learning Outcomes

The PBL learning model is more important to contextual learning through complex activities. In this PBL learning model focuses on learning which lies in problem solving that increases social interaction and other meaningful tasks, and provides opportunities for students to work in groups and construct their own knowledge.

Based on the results of the study also shows that there is a positive relationship between interpersonal intelligence and student learning outcomes that are taught with the problem based learning model. Manova test results have a positive relationship value between interpersonal intelligence and student learning outcomes of 0.951 (high category). This shows that if interpersonal intelligence increases, students' learning outcomes also increase, and vice versa.

The results of these interactions are because students with high interpersonal intelligence can do active and cooperative learning. Students with high interpersonal intelligence show higher enthusiasm for learning with students who have low interpersonal intelligence until eventually impacting the improvement of learning outcomes. Based on this in line with the opinion of Sarifa et al (2021) which concludes that a person's interpersonal intelligence will not be channeled if he does not have a clear focus, model, method, and learning strategy.

In addition, the results of Sari et al (2015) with the title Developing Interpersonal Intelligence and Student Confidence through the Effectiveness of PBL Learning Models. The results showed that based on the results of data analysis, conclusions were obtained, namely students taught with the PBL model had better mathematical learning outcomes than students taught using conventional learning models in terms of interpersonal intelligence and student confidence.

Based on this description through the Problem Based Learning model by being able to encourage the interpersonal intelligence of students. Increasing interpersonal intelligence, will also affect the increase in learning outcomes and students with high interpersonal intelligence will get maximum learning outcomes.

Improved Learning Outcomes and Interpersonal Intelligence of Students

The increase in learning outcomes based on Table 4.17 shows that in the experimental class the increase in N-Gain is 0.41 (medium) and in the control class the N-Gain increase of 0.30. The increase in N-Gain in the experimental class is higher than the increase in N-Gain in the control class. This can occur because students in the active experimental class in analyzing and finding problem solving (solutions) in the surrounding environment. Learning process and problem solving. Based on the results of the data analysis that has been described, it can be concluded that by applying the problem based learning model of student learning outcomes can increase.

The increase in N-Gain which is further calculated is the interpersonal intelligence of students. Based on Table 4.18 the increase in the interpersonal intelligence of students in the experimental class is 0.55 (medium) and an increase in the interpersonal intelligence of students in the control class is 0.21. Increased n-gain interpersonal intelligence of students in the experimental class is higher than in the control class. This happens because students in the experimental class are trained to think critically, empathize and build good communication to solve the problems given.

The results of this study were supported by Khotimah (2019).which stated that the PBL learning model had a positive impact on learning activities. This is proven in experimental

class students who experience an increase (gain) higher than students in the control class who use conventional learning models.

Research conducted by researchers has differences with previous research, this is because researchers apply this research on PPKN material and different field conditions, especially students. Students almost never for discussion in solving problems in PPKN subjects. The learning process carried out also still tends to be centered on the teacher. So that at the beginning of the meeting students were still confused and reluctant to exchange opinions on how to solve these problems and more likely to be passive to follow the learning process with the problem based learning model. The next meeting students have begun to get used to the ongoing learning situation. This is what causes an increase in learning outcomes and the skills of students at MIN 8 Langkat is still included in the low category.

Other difficulties management of time, and availability of learning resources for students. Both researchers and students are constrained in time management. Students have difficulty solving problems because they are not used to it, so it takes a long time. The availability of learning resources at school is also still lacking, so students must find learning resources from the internet or access learning resources from researchers independently.

CONCLUSIONS

Based on the results of the study on the theme of various work and work sub -themes of my parents in class IV semester II min 8 Langkat t.P 2022/2023 and discussion, the following conclusions can be drawn:

1. Interpersonal intelligence and learning outcomes of students who are taught with the problem based learning model are better than students who are taught with direct learning models. This is based on the acquisition of Manova test results, namely the Sig value. <0.05 so that H0 is rejected and Ha is accepted.
2. There is a positive relationship between interpersonal intelligence and student learning outcomes taught with a problem based learning model. This is based on the results of the correlation test to produce 0.951 (including the category of high correlation).
3. The increase in learning outcomes is 0.41 (medium) and an increase in the interpersonal intelligence of students is 0.55 (medium).

REFERENCES

Dariyo, A (2013). Dasar Dasar Pedagogi Modern. Jakarta: Indeks.

Gardner, Howard. (2013). Multiple Intelligences, terj. Yelvi Andri Zaimur. Jakarta: Daras Books.

Khotimah, AH., et al. (2019). Pengaruh Model Problem Based Learning terhadap Hasil Belajar Pkn Siswa. *Jurnal Kajian Teknologi Pendidikan*, 2 (2), 158-165, https://doi.org/10.17977/um038v2i22019p158.

Muhmidayeli. (2013). Filsafat Pendidikan. Bandung : Refika Aditama.

Nawipa, Yomance. (2020). Pengaruh Model Pembelajaran Problem Based Learning (Pbl) Terhadap Hasil Belajar Kognitif Peserta Didik. *Chemistry Education Journal*. *3*(1), 186-192 https://doi.org/10.30862/accej.v3i1.295

Sari, BO et al. (2015). Eksperimentasi Model Pembelajaran Problem Based Learning (Pbl), Discovery Learning (Dl), Dan Cooperative Learning (Cl) Ditinjau Dari Kecerdasan Interpersonal Siswa. *Jurnal Elektronik Pembelajaran Matematika*. 3 (6), 12-23.

Sarifa, Zet al. (2021). Penerapan Model Talking Chips Untuk Mengukur Hasil Belajar Dan Kecerdasan Interpersonal. *Jurnal Inovasi Pendidikan Kimia*. *15*(2), 2886-2896. https://doi.org/10.15294/jipk.v15i2.17464

Setiawan, D., Ivana, J., Yunita, S., & Hidayat, H. (2022). Social Science Material Development Design Space-Time-Values Dimensions to Improve 21st Century Life Skills. *Randwick International of Social Science Journal*, *3*(4), 702-716. https://doi.org/10.47175/rissj.v3i4.520

Sugiyono. (2015). Metode Penelitian Pendidikan. Bandung: Alfabeta.

Suherli, N. (2020). Pengaruh Kemampuan Komunikasi Interpersonal Dan Kecerdasan Sosial Terhadap Prestasi Belajar PPKn Siswa Sd Kelas V. *Jurnal Pembelajaran Dan Pengajaran Pendidikan Dasar*. 3 (1), 113-119. https://doi.org/10.33369/dikdas.v3i1.11817

Suryanto & Athourrohman. (2016). Pengaruh Model Pembelajaran Berbasis Masalah Terhadap Peningkatan Hasil Belajar siswa dalam mata pelajaran PKn di SMP Negeri 1 Pakuniran Kab Probplinggo. *Jurnal Pendidikan Kewarganegaraan*, 3(4). 1765-1778.

Susanto, A. (2013). Teori Belajar dan Pembelajaran di Sekolah Dasar. Jakarta: Kharisma Putra Utama.

Wahyudi. D. (2011). Pembelajaran IPS Berbasis Kecerdasan Interpersonal dan Intrapersonal dan Eksistensial. *Jurnal Pendidikan*, *1*(11), 33-45.

Wahyuni Nur Esa dan Baharuddin. (2015). Teori Belajar dan Pembelajaran, Yogyakarta: Ar-Ruzz Media.