



PROBLEM BASED LEARNING MODELS TO INTELLIGENCE SOCIAL PARTICIPANT EDUCATE GRADE III ELEMENTARY SCHOOL

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Abstract

Educator Already use several learning models, but participant social intelligence educated still low. Research This aiming for known influence significant *Problem Based Learning* model to intelligence social participant educate class III SDN Ancient Sacred. Study This is study quantitative with approach *Quasi Experiment* with design *Pretest and Posttest Control Group Design*. Population study This is participant educate Class III at SDN Negeri Purbasakti. Sample study This that is all amount population consisting of from class IIIA and IIIB Sampling Techniques Which used is *Purposive Sampling* with amount 57 participant educate. Technique data collection using questionnaire. Data analysis test in study This using the T-Test. while for see improvement from pre-test to post-test using the N-Gain test. Based on results research and discussion can concluded that based on hypothesis that has been formulated previously so can know that mark $t_{count} < t_{table} = 0.000 < 0.05$. With This H1 is accepted and H0 is rejected. So can concluded that there is influence in a way significant between learning model *Problem Based Learning* towards intelligence social participant educate class III SDN Country Ancient Sacred Lampung North. Problem Based Learning significantly affects students' social intelligence, this finding can be used as a basis for integrating Problem Based Learning in the school curriculum, especially for subjects that require collaboration or problem solving.

Keywords: *Learning Model Problem Based Learning, Intelligence Social*

Abstrak

Pendidik sudah menggunakan beberapa model pembelajaran, namun kecerdasan sosial peserta didik masih rendah. Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan model Problem Based Learning terhadap kecerdasan sosial peserta didik kelas III SDN Suci Kuno. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan Quasi Eksperimen dengan desain Pretest and Posttest Control Group Design. Populasi penelitian ini adalah peserta didik kelas III di SDN Negeri Purbasakti. Sampel penelitian ini adalah seluruh jumlah populasi yang terdiri dari kelas IIIA dan IIIB. Teknik pengambilan sampel yang digunakan adalah Purposive Sampling dengan jumlah 57 peserta didik. Teknik pengumpulan data menggunakan kuesioner. Uji analisis data pada penelitian ini menggunakan Uji T-Test. sedangkan untuk melihat peningkatan dari pre-test ke post-test menggunakan uji N-Gain. Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan bahwa berdasarkan hipotesis yang telah dirumuskan sebelumnya maka dapat diketahui bahwa nilai $t_{hitung} < t_{tabel} = 0,000 < 0,05$. Dengan ini H1 diterima dan H0 ditolak. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan antara model pembelajaran Problem Based Learning terhadap kecerdasan sosial peserta didik kelas III SDN Negeri Kuno Suci Lampung Utara. Problem Based Learning berpengaruh secara signifikan terhadap kecerdasan sosial peserta didik, temuan ini dapat dijadikan dasar untuk

mengintegrasikan Problem Based Learning dalam kurikulum sekolah terutama untuk mata pelajaran yang membutuhkan kerjasama atau pemecahan masalah.

Kata Kunci: Model Pembelajaran Problem Based Learning, Kecerdasan Sosial

INTRODUCTION

Learning models are one of the important components in learning (Adisel et al., 2022; Asyafah, 2019; Friani et al., 2017; M.Ilyas & Abd. Syahid, 2018; Norsandi & Sentosa, 2022) There are so many learning models that make it easier for education to determine and carry out learning processes that are in accordance with the material using certain learning models (Albina et al., 2022). Learning models greatly determine the achievement of learning outcomes.

Good learning outcomes must be comprehensive and achieve the minimum standards specified. But in reality, the learning outcomes obtained by students do not always meet expectations. Sometimes, the learning outcomes shown by students are far from expectations. In this case, it can be said that the learning process is conducive if the teacher in learning can create an effective learning process so that the objectives of learning can be achieved. This is also supported by the social intelligence possessed by the students themselves. Intelligence social very much important for climb up life in society (Lagibu et al., 2018), because Lots activity in life man related with others. Children who fail to develop intelligence social, will experience Lots obstacle in life socially, the consequences they easy marginalized in a way social (Shofiyah et al., 2020).

The role of social intelligence can be seen when students are interacting with other people and students can position themselves well in social life. This ability to interact is what will be used as motivation to learn. Therefore, students who have high social intelligence will get maximum scores in lessons. Whereas learners who have low intelligence social Which low, so will experience difficulty in study, even get the value that low (Hadisa et al., 2022; Linda Zakiah, 2020; Ningsih & Kustomo, 2019; Rosyadi & Sukarjo, 2020).

Social intelligence is very important for children, because it will become the base moment a child hangs out with friends as well as the environment around. That's the reason why social intelligence is closely related to the learning process. Because the learning process determines the ability participants educate in and behave socially. Participant educate which own intelligence high social so will can cooperate in group well (Mutiah et al., 2023), capable communicate, interact, lead and organize group, respect opinions and rights person other and reliable in work the same in team (Afrom, 2019). Moment this we often hear complaints from

parents, teachers, and other parties involved in the world of children, especially those who work directly with child small, even difficult teenagers controlled. The occurrence disturbance social and emotional in children, such as: inability behave proper in situation certain, inability undergo friendship with Friend same age, easy depression and anxiety Because things trivial (Triana et al., 2024).

Based on the results of pre-research at Purbasakti State Elementary School, information was obtained that educators Already apply a number of model learning Which leads to social intelligence, such as *Student Teams Achievement Division*, but during observation done by many students who have low social intelligence. Low social intelligence social aspects of students can be seen from the results of observations in class I II of SDN Purbasakti where there are students who tend to be passive and more withdrawn, so that during the learning process During the process, there were students who just listened silently without wanting to ask questions. Lesson Which he did not understand, lack of flavor care to fellow, not enough understanding and empathy towards others, lack of respect and concern for others fellow, lack of Work The same in team or group, and less to discuss a problems in learning.

Based on the problem said, then for increased intelligence social participants educate one of them using the *Problem Based Learning* model. Model learning *Problem Based Learning* This places teachers as facilitators Where activity Study teach will at the point focus on activity participant education (Khakim et al., 2022). The learning process that follows includes participants educated in a way active Good individual and also group , will be more meaningful Because in the learning process participants educated have more Lots experience (Djonomiarjo, 2018). implementation of PBL in learning in Elementary School can also help participants develop skills in collaboration , communication , and problem solving (Dewi Ayu Wisnu Wardani, 2023). Through Work groups and interactions with Friend class , participants can Study For Work the same , listen and appreciate other people's opinions , as well as look for solutions together (Risandy et al., 2023).

Study Related Models Learning *Problem Based Learning* has Lots done one of them (Patra, 2021) in study This writer disclosed The application of the Problem Based Learning model is very effective in its implementation as well as can increase social intelligence and outcomes Study participant educate school basis. In the journal This No just focus on discussing related intelligence social but also the results Study participant his education grade IV of elementary school, where grade IV is high class stage, meanwhile Not yet There is study related Model

learning *Problem Based Learning* towards social intelligence at the stage class low that is grade 1-III of elementary school. So objective from study This is for known influence use of *the Problem Based Learning* Model for intelligence social participant educate class III SD Country Purbasakti North Lampung

METHODS

Approach study is approach quantitative that is type study Which produces findings new Which can be achieved with use procedure statistics or method other from a magnitude (measurement). Study by using a quantitative approach, more emphasis is placed on several symptoms that have certain characteristics certain in life man, that is variable. In approach quantitative, characteristic connection between variable furthermore will analyzed use tool test statistics and use theory objective. Type study Which used *Quasi Experiment, Quasi Experiment* is experiment Which own *treatments* (treatment) And size impact (*Outcome measures*). Therefore, in quasi-experimental research there are two groups, namely group Which get treatmentor often called group experiment And group Which No get treatment or become comparator treatment Which given to the experimental group or often called the control group (Sugiyono, 2019) with the *Pre-Test and Post Test Control Group Design*. Data collection techniques data using a questionnaire by submitting a series of written statements to respondents. Analysis techniques in assessment through questionnaires using a scale Likert. In the Likert scale assesment there are five criteria in the assessment to obtain the average score value obtained from each item for each answer given from the questionnaire that researcher for.

Population in study This is all over participants educate class I II SD Country Purbasakti, which consists of 57 students. The sample used in this study is Two sample classes were taken. Class IIIA as the experimental class and Class IIIB as the class control. Class control in his learning uses model learning *Problem Solving* and experimental classes using models *Problem Based Learning* learning. In sampling technique in study This uses technique *Purposive Sampling* that is technique sampling with certain considerations. In the sampling technique in this case, the researcher first sets certain criteria and determines the sample based on criteria Which already been made.

In study This writer uses two variables which are mutually related, that is: Variables free (*Independent Variables*). Variables free is a variable Which influences and or becomes because

the changes or the emergence variable are bound (*Dependent Variables*). In study This Which becomes variable free is model learning *Problem Based Learning*. (Variable Dependent variable). Variable bound is influenced by variables or will become as a result, because existence is variable free . In study this is what is variable bound is intelligence social participants educate.

Technique data collection used in research This use questionnaire, questionnaire used for look for results participant social intelligence educate for measure influence of learning models *Problem Based Learning* towards participant social intelligence educate Grade IIIA Elementary School Country Purbasakti. Before questionnaires given to participants educate, the questionnaire moreover formerly tested with instrument validity and reliability tests.

Prerequisite tests used in study This using normality test and homogeneity test, then hypothesis test using the T-Test. Next, the N-Gain Test for see increase from mark participant social intelligence learn from pretest to post-test.

RESULTS AND DISCUSSION

This study used 2 classes as samples, namely class I II A totaling 28 students. students who apply the *Problem Based Learning model* as an experimental class and class I II B totaling 29 students who apply model *Problem Solving* as class control. Before the instrument served, moreover formerly done analysis results test try instruments using validity test and reliability test. Based on the instrument test from 50 grains questionnaire valid and reliable statements totaling 38 grains questionnaire statement with the $r_{\text{calculated}} > r_{\text{table}}$, namely the number 1, 2, 4, 6, 8, 9, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 45, 46, 47, 48, 50. Thus , based on data analysis, it is known that the instrument The students' social intelligence questionnaire meets the appropriate criteria used For take data.

1. Test Prerequisite

a. Test Normality

Test normality used for known sample from population in a normally distributed study using the normality test formula *Liliefors* with level significance 0.05. Based on criteria test normality If $\text{Sig} > 0.05$ then the research data is normally distributed and if $\text{Sig} < 0.05$ then the data research is not normally distributed. Normality tests are carried out on each group namely the experimental class and the control class.

Table 1. Result Test Normality

Class	Questionnaire	N	Sig.	Conclusion
Experiment	Pretest	28	0.134	Distributed Normal
	Posttest	28	0.200	Distributed Normal
Control	Pretest	29	0.200	Distributed Normal
	Posttest	29	0.200	Distributed Normal

Based on the calculations in table 1 with the number a sample of 28 students showed that the *pretest data* in the experimental class with mark sig. 0.134 with level significant $\alpha = 0.05$ so that on *pretest* class experiment, namely $\text{sig} > \alpha = 0.134 > 0.05$, which means the data is normally distributed. Meanwhile, in the *pretest data* for the control class, the sample size was 29 students. with a sig. value of 0.200 with a significance level of $\alpha = 0.05$ so that in *the pretest* class control is $\text{sig} > \alpha = 0.200 > 0.05$ Which means data normally distributed.

In the *posttest data* in the experimental class with a sig. value of 0.200 with a level of significant $\alpha = 0.05$ so that on *posttest* class experiment namely $\text{sig} > \alpha = 0.200 > 0.05$ which means the data is normally distributed. While in the *posttest data* of the class control with a sample size of 29 students, the sig. The value is 0.200 with level significant $\alpha = 0.05$ so that on *pretest* class control that is $\text{sig} > \alpha = 0.200 > 0.05$ Which means data distributed normally.

b. Test Homogeneity

Test homogeneity done for to obtain assumption that sample study started from condition Which The same or homogeneous. Test homogeneity used to find out whether the sample comes from a homogeneous population or not. It is said to be homogeneous if the sig. value $> \alpha$ and it is said to be not homogeneous if and when value sig. $< \alpha$.

Table 2. Results Test Homogeneity

Questionnaire	Class	Sig.	Conclusion
Pretest	Experiment	0.613	Homogeneous
	Control		
Posttest	Experiment	0.292	Homogeneous
	Control		

Based on the results of the homogeneity test above, *the pretest* in the experimental class and control obtained a Sig. value of 0.613 and *posttest* in the experimental and control classes obtained the Sig value. 0.292. Because Sig. $> \alpha$ then all data nature is homogeneous.

2. Test N-Gain

N-gain is a test used to determine the increase in scores. in a class sample in research. In the average N-gain test data score the initial data score, namely *the pretest*, and the final data score, namely *the posttest*, will be compared and tested. improvement. The results of the test are then compared with the criteria which is determined if the calculated N-gain is <0.30 , then the increase is low, if $0.30 \leq g < 0.70$ then the increase is moderate, and if N-gain count ≥ 0.70 so can concluded that its improvement is high.

Table 3. Results Test N-Gain

Class	N-Gain	Category
Experiment	0.74	Tall
Control	0.36	Currently

The results of the analysis show that the experimental class has an N-gain = 0.74 which means N-gain = $0.747 \geq 0.70$ so it is categorized as an increase in the score is high. While in the control class the N-gain result = 0.36 which means N-gain = $0.30 \leq 0.36 < 0.70$ so the score increase is categorized as currently.

3. Hypothesis Testing

Hypothesis testing in study This using the uncorrelated two-sample T-test. This hypothesis test is used because there is one independent variable (Problem Based Learning learning model) and two dependent variables (Social Intelligence) where the sample of each cell is different. The results of the calculation of the uncorrelated two-sample t- test and a significance level of 5% can be seen in the following table:

Table 4. Results Test Hypothesis

Type	Sig.	Criteria sig. 2 tails table < 0.05	Interpretation
Experiment-Control	0.000	0.05	Accepted

Based on the results of the independent t-test calculations in table 4 above which have been carried out in the *pretest* and *posttest values*, the values seen are the sig. (2-tailed) values. The experimental and control class data obtained a sig value (2-tailed) of 0.000. significance in the *Paired sample t-test* must be below 0.05. So, it can be concluded that the hypothesis in the study was accepted, where there was an influence *problems based learning* model on participants' social intelligence students in class I II as shown in the sig. value $0.000 < 0.05$, meaning H_0 is rejected and H_1 accepted.

The results are in line with results study Which done Angie Tias Primary, et al. about Improvement Behavior Prosocial Empathy And Intelligence Social with use *Problem Based Learning* for High School Students, the results of this study showed that there was improvement Which significant between behavior prosocial empathy And intelligence social using *Problem Based Learning* on high school students (Tias Pratama et al., 2019). This means that the *Problem Based Learning* model not only can increase intelligence socially in high school, but also in School based on class law as the researchers do.

Intelligence is considered as a crucial factor that should be owned by participants. Intelligence society needs participants to educate in order to achieve optimal learning. Participants students who have intelligence social tall will capable understand other people's feelings and desires, accepting other people what existence , understanding the needs of others, caring for others, and capable adapt with various situation social . Various abilities are very much needed in the activity Study group. Success participants educated in Study groups will contribute to the achievement performance and learn more good. Through guidance and counseling Study participants educate and assist their own various ability Study in group , which is basically ability meant as an indicator from intelligence socially (Rahim et al., 2018).

In line with what is expressed (Sudarto et al., 2023) that Intelligence that affects a person is not only intellectual intelligence or emotional intelligence, but social intelligence also has a fairly important role. Social intelligence is the ability to think related to society. If students have good social intelligence, they can socialize with their peers, play an active role in groups and in the community environment, and behave politely and speak well with the community group. In addition, students who have high social intelligence will be able to understand the feelings and opinions of others, then the student can also adapt quickly to various changes in social situations. Then students who have good social intelligence will also be able to choose and determine which friends can have a positive or negative impact on the student. So, it can be concluded that the hypothesis in the study was accepted, where there was an influence *problem based learning* model on participants' social intelligence students in class I II as shown in the sig. value $0.000 < 0.05$, meaning H_0 is rejected and H_1 accepted.

CONCLUSION

Study related influence model learning *Problem Based Learning* to intelligence social participant educate class I II SD Country Ancient has finished conducted and discussed in accordance

with the research results. Based on the research results, it can be concluded that model learning *Problem Based Learning* is influential in a way significant to the social intelligence of students. This is known from the calculation results by using *the Paired Sample t-test*, a value of 0.000 was obtained with a population of 57 participants. educate and level significance is 0.05. With provision that marks *Paired Sample t-test* <0.05. Based on the research and discussion conducted, the researcher draws the conclusion that model learning *Problem Based Learning* can give influence Which significant towards social intelligence participants educate tiered Elementary school. This research is limited only to the social intelligence of students, for further research for academics and education practitioners who want to develop further research or experiments related to problem-based teaching and its impact on other aspects of basic education.

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