

IMPLEMENTATION OF THE PROBLEM BASED LEARNING MODEL TO IMPROVE STUDENTS' INTERPERSONAL INTELLIGENCE

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ABSTRACT

This research is encouraged by the low interpersonal intelligence of students in the Pancasila Education subject in class IV MIN 1 Padangsidempuan City. This is based on data from the results of initial observations conducted in class IV of State Islamic Elementary School (Madrasah Ibtidaiyah Negeri) MIN 1 Padangsidempuan City. The low interpersonal intelligence of students is caused by the application of learning models that are less effective and varied, as well as less student involvement during the learning process, so that the learning atmosphere feels monotonous and boring. The purpose of this study is to improve students' interpersonal intelligence in the Pancasila Education subject through the application of the Problem Based Learning model in class IV MIN 1 Padangsidempuan City. The average pre-cycle class score is 59.42 and the percentage of completion is 28.57%. Then, in cycle I meeting 1 the average class score is 65.57 with a percentage of completion of 37.14%. In cycle I meeting 2 the average class score is 62.85 with a percentage of completion of 48.57%. Then, in cycle II, meeting 1, the average class score was 67.74 with a completion percentage of 62.85%. In cycle II, meeting 2, the average class score was 76.34 with a completion percentage of 77.14%. This research finished in cycle II, meeting 2 because it had achieved the targeted success indicators.

Keywords: *Problem Based Learning Model, Interpersonal Intelligence, Pancasila Education*

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INTRODUCTION

In an era of increasingly complex globalization, interpersonal intelligence has become a crucial competency for every individual. Interpersonal intelligence is the ability to communicate effectively and convey or send messages to others. In elementary schools, particularly in Pancasila Education, the development of interpersonal intelligence plays a crucial role in shaping students' character, enabling them to communicate effectively, collaborate effectively, and respect differences (Puspitasari et al., 2023; Nazilah & Mayarni, 2023). Pancasila Education not only teaches national values but also aims to develop students' attitudes and social skills, as well as their character and morals. However, the reality on the ground shows that students' interpersonal intelligence is still less than optimal.

Many students tend to be passive in discussions, are less able to express opinions, or have difficulty collaborating with peers. This condition indicates the need for the implementation of learning models that can actively engage students and encourage them to interact positively in learning activities. According to data taken from the Student Portfolio Document which shows a collection of student work, the development of student skills and understanding, through essays, reports, and projects, information was obtained that student learning outcomes in the Pancasila Education subject in grade IV have reached the Minimum Competency (KKM), however, the level of students' interpersonal intelligence is still low.

From the results of observations conducted by researchers three times, information was obtained that many students still experience difficulties in building good social interactions in the

classroom, this can be seen from the lack of student participation during the question and answer session, as well as the lack of interaction between peers. This has the potential to hinder the development of students' interpersonal intelligence, which includes the ability to interact, communicate, and cooperate. From the results of initial observations conducted by researchers, information was obtained that students' interpersonal intelligence is still low, one of which is caused by the application of learning models that are less varied, and less student involvement during the learning process, so that the learning atmosphere feels boring.

This demonstrates the need to improve the learning models used by teachers. Currently, the learning process is often teacher-centered, resulting in students having less opportunity to discuss, express opinions, and collaborate in groups. This can be addressed by implementing the Problem-Based Learning model, which trains students' thinking skills so they can play an active role in a group to solve a problem. In this model, students not only act as recipients of information but also as active participants who are required to discuss, ask questions, and listen to the opinions of their peers. By implementing this Problem-Based Learning model, students can practice developing interpersonal intelligence through direct and relevant learning experiences.

Various studies have shown that the Problem Based Learning model is effective for implementation at the elementary school level. According to research by Andika Dinar Pamungkas et al., the Problem Based Learning model can improve student activity and learning outcomes in elementary schools. According to Usman Widiyanto et al., the Problem Based Learning model can increase student interest in learning, especially in Pancasila Education subjects, this is evidenced by good evaluation results and high levels of enthusiasm during learning activities (Arihi et al., 2025). What distinguishes this study from previous studies is that this study focuses on improving students' interpersonal intelligence in Pancasila Education subjects, namely developing students' abilities to interact, communicate, and collaborate through Pancasila values. While previous studies tend to emphasize cognitive aspects such as conceptual understanding.

However, challenges in implementing this learning model should also be considered, such as teacher readiness, available resources, and student engagement are important factors that can influence the success of this model. Therefore, the researcher raised the research title "Implementation of the Problem Based Learning Learning Model to Improve Students' Interpersonal Intelligence in Pancasila Education Subjects at State Islamic Elementary School/ MIN 1 Padangsidempuan City".

METHOD

This research was conducted at MIN 1 Padangsidempuan City located at Jl. DR.KH Zubeir Ahmad No.1, North Padangsidempuan District, Padangsidempuan City. The time of this research was carried out on March 17 to April 17, 2025. To obtain representative data in this research, the Classroom Action Research (CAR) type was used. This type of research is able to offer new approaches and procedures that are more promising in terms of direct impact in the form of improvements and enhancements in teacher professionalism in managing the teaching and learning process in the classroom, with the aim of making improvements to the system, work methods, processes, content, competencies, and learning situations.

Furthermore, this type of research can be applied to various school programs by examining various indicators of successful learning processes and outcomes for students. In other words, through classroom action research, teachers or educators directly acquire a "theory" they themselves construct, not one imparted by others. This research utilizes the Kemmis and McTaggart model. This model utilizes a spiral system, a cycle consisting of four components: planning, acting, observing, and reflecting. This Classroom Action Research (CAR) consists of two cycles, beginning with identifying problems occurring in the classroom. Once the problems are identified, they are formulated into research questions. Next, research objectives are established and relevant theories are reviewed. An action plan is then developed to be implemented in the classroom. These actions are implemented simultaneously with observations and data collection.

RESULTS AND DISCUSSION

This research was conducted at State Islamic Elementary School (*Madrasah Ibtidaiyah Negeri*) 1 Padangsidimpuan City, located at Jl. DR.KH Zubeir Ahmad No.1, North Padangsidimpuan District, Padangsidimpuan City. This research was conducted in class IV B of MIN 1 Padangsidimpuan City with a total of 35 students. Before conducting the research, an observation was conducted first. The observation activity aims to see the initial conditions of students' interpersonal intelligence problems (Ndiung & Menggo, 2024). These initial conditions will later be a comparison between interpersonal intelligence before and after the research. Based on the results of the initial observation, several problems were found, such as most students still tend to be passive in learning activities in the classroom, interaction and cooperation between students are still very limited, lack of empathy between students, and students still do not show an active attitude in expressing opinions during group discussions in the classroom.

Furthermore, interviews with teachers revealed that the previously used learning methods were more conventional, with lecture nominations and individual assignments. This resulted in students being less accustomed to building effective communication with peers (Asniyah Nailasariy et al., 2023). Based on observations discussed with the fourth-grade homeroom teacher, the problem identification was used as material to improve the learning process by implementing the Problem-Based Learning model. The Problem-Based Learning (PBL) model can improve the interpersonal intelligence of fourth-grade students at MIN 1 Padangsidimpuan City.

This is evidenced by the results of the questionnaire tests conducted in each meeting, which showed that students' interpersonal intelligence scores continued to increase from the pre-cycle, cycle I to cycle II. Through the application of the Problem Based Learning model, students more easily participate in class and understand the concepts of the subject matter. This is in line with research conducted by (Prastyo et al., 2025; Sutarman et al., 2019) that the Problem Based Learning model can increase student activeness because this model helps students to actively participate

while learning in class. This is in line with the constructivism theory proposed by Lev Vygotsky, which states that the learning process occurs when students actively construct their knowledge through experience, discussion and reflection.

One of the key concepts in Vygotsky's theory is the Zone of Proximal Development (ZPD), which is the ability that students can achieve not only through their own efforts, but also through the help or guidance of others. In group activities, such as PBL learning, students who understand the material better can help their friends who are still struggling. This is where the learning process becomes more meaningful, as there is a process of mutual support to achieve shared understanding (Rochimah et al., 2025). This is further reinforced by observations during the learning process, where students are seen more actively discussing, asking each other questions, and working together to solve the problems given (Moradi et al., 2018; Ayyubi et al., 2025). These activities reflect that students are not learning passively, but are instead engaged in the process of social knowledge construction. Vygotsky emphasized that this social interaction is the core of cognitive development, where students construct understanding through the guidance of peers or teachers in relevant social contexts (Agustriana et al., 2022; Tamphu et al., 2024).

The application of the Problem-Based Learning model can improve students' interpersonal intelligence through systematic and structured stages. These results align with research conducted by (Hariyanti et al., 2024), which states that the application of the Problem-Based Learning model helps teachers and students carry out a directed learning process with clearly structured stages, starting from opening activities to closing activities (Isnawati & Abdullah, 2025). The systematic stages in the Problem-Based Learning model help students be more active in participating in the learning process during discussions, collaborations, and problem-solving activities (Hasyim et al., 2025). The successful implementation of the Problem-Based Learning model has a significant impact on improving students' interpersonal intelligence.

Based on the results of this study, it is proven that the application of the Problem Based Learning (PBL) model can

improve students' interpersonal intelligence based on the results of the analysis of the questionnaire scores obtained by students who have achieved the KKTP score with a class average of 75.59 and the percentage of student completion reached 77.14% of the total number of students. Then, with the increase in students' interpersonal intelligence, it has a significant effect on student learning outcomes which are increasingly increasing, based on the results of the analysis of the scores obtained by students who have achieved the KKTP score with a class average of 76.71 and the percentage of student completion reached 80% of the total number of students.

CONCLUSION

Based on the results of research on the application of the Problem Based Learning model to improve students' interpersonal intelligence in the Pancasila Education subject at State Islamic Elementary School/ MIN 1 Padangsidempuan City, the following conclusions can be drawn: 1) The application of the Problem Based Learning model can improve students' interpersonal intelligence in the Pancasila Education subject in class IV MIN 1 Padangsidempuan City. This conclusion is based on the increase in the average value and percentage of completion. The average class value in the pre-cycle was 59.42 and the percentage of completion was 28.57%. Then in cycle I meeting 1, the average class value was 62.57 with a percentage of completion of 37.14%. In cycle I meeting 2, the average class value was 62.85 with a percentage of completion of 48.57%. Then in cycle II meeting 1, the average class value was 67.74 and the percentage of completion was 62.85%. Furthermore, in cycle II meeting 2, the average class value was 76.34 with a percentage of completion of 77.14%. 2) Teacher activity during the learning process increased. In cycle I, meeting 1, it was 70% (Sufficient) and in cycle I, meeting 2, it was 77% (Good). Then, in cycle II, meeting 1, it increased to 88.75% and in cycle II, meeting 2, it was 92.50% (Very Good). 3) Student activity during the learning process also increased. In cycle I, meeting 1, it was 58.57% (Poor) and in cycle I, meeting 2, it was 67.85% (Sufficient). Then, it increased in cycle II,

meeting 1, to 76.71% (Good) and in cycle II, meeting 2, it was 84.28% (Very Good).

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