



## **THE INFLUENCE OF EXPERIENTIAL LEARNING APPROACHES AND INTERPERSONAL INTELLIGENCE ON STUDENT PPKN LEARNING OUTCOMES**

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### **Abstract**

This study aims to: (1) analyze the differences in student KDP learning outcomes taught with an experiential learning approach compared to students taught with a direct instruction approach; (2) analyze the differences in KDP learning outcomes of students who have high interpersonal intelligence compared to students who have low interpersonal intelligence; and (3) analyze the interaction between experiential learning approaches and interpersonal intelligence in influencing student KDP learning outcomes in elementary schools. The sample in this study was 50 students of Class V of the State Elementary School 056587 Garbage Beach, Bahorok District. Data collection in this study through interpersonal intelligence questionnaires and ppkn learning outcomes tests. Hypothesis testing was carried out with the Two Way Anova test. The results showed that: (1) The learning outcomes of KDP students taught with an experiential learning approach were higher than those of the direct instruction approach ( $F_{\text{count}} = 6,157$  and sig.  $0.017 < 0.05$ ); (2) The learning outcomes of KDP students who have high interpersonal intelligence are higher than students who have low interpersonal intelligence ( $F_{\text{count}} = 5.098$  and sig. value  $0.029 < 0.05$ ); and (3) There is an interaction between learning approaches and interpersonal intelligence in influencing student KDP learning outcomes ( $F_{\text{count}} = 4.285$  and sig.  $0.016 < 0.44$ ).

**Keywords:** *Experiential Learning, Direct Instruction, Interpersonal Intelligence, PPKN Learning Outcomes*

## **A. Introduction**

Various ways have been pursued by the government for a long time in overcoming globalization and the entry of foreign cultures into Indonesia, one of which is to make curriculum changes. The ancestors have taken care of the morals and ethics of the child through the moral message and philosophy of life. Now we ignore the wisdom of these ancestors so that children and adolescents are entangled in the hustle and bustle of entertainment that offers dreams and lies, so it is feared that one day Indonesia will lose a generation that has a good work ethic and character (Saragi, 2018). The government made changes to the curriculum, where the Education Unit Level Curriculum (KTSP) issued in 2006 changed to the 2013 Curriculum (K-13). The curriculum changes that have occurred are certainly to improve the quality of education in Indonesia. Therefore, Civic Education or Civics changed its name to Pancasila and Citizenship Education (PPKn). PPKn is a subject that must be studied from elementary to high school.

The purpose of learning PPKn (Pancasila and Citizenship Education) so that students can understand and carry out their rights and obligations in a polite, honest, and democratic manner and sincerely as educated and responsible citizens. This must be understood as a benchmark in education in order to develop abilities and form student dispositions and characteristics based on values that grow in the life of the nation and state in the era of the industrial revolution 4.0 (Tjahjana & Arief, 2016).

The situation as expressed above regarding changes in the mindset of the community, also occurred at SD Negeri 056587 Pantai Sampah, Bahorok District, especially in class V students, based on observations made by researchers in class V of SD Negeri 056587 Pantai Sampah, Bahorok District, stated that awareness of local culture is also low and students still behave indifferently when PPKn lessons take place so that it affects student learning outcomes. This was proven when researchers made observations in interview activities for teachers who taught in classes V-A and V-B.

This is the tough task of a teacher where teachers must not only have reliable competence, but also must form individual students who are competitive, creative, and have character in this sophisticated era. It is certain that only individuals who are able to compete will speak in the era of globalization, for that each individual must have reliable competence in various fields in accordance with real interests, talents and abilities along with advances in science and technology (Siti Hajar & Suguneswary, 2016). Learning activities in the classroom are inseparable from the learning model. The accuracy of

choosing models, strategies, and approaches in learning for certain materials will have a good impact on students.

Learning is successful or not, it can be seen from how the process is taught by the teacher and what model the teacher uses in learning. Panitz states that collaborative learning is a personal philosophy, not just a learning technique in the classroom. According to him, collaboration is a philosophy of interaction and lifestyle that makes cooperation an interaction structure designed in such a way as to facilitate collective efforts to achieve common goals. Where one of the impacts of successful learning is characterized by high learning outcomes.

Student learning outcomes are the embodiment of educational goals, namely processing knowledge, mastery of skills, and formation of attitudes. Therefore, the teacher must design a learning process that involves the students as a whole. Teachers are required to be able to design appropriate learning models in order to obtain high learning outcomes. Therefore, learning outcomes are one of the main determining factors to find out the success of a student in the learning process, including the subject of PPKn. Students who are said to be successful in learning PPKn when they reach the KKM (Minimum Completion Criteria) score set by the school, which is 70.

Ppkn has not been able to awaken the culture of learning in students. So it is necessary to use the right approach to improve student learning culture (Maharani et al., 2015). Learning from experience is one of the most fundamental and natural ways of learning for anyone. All it needs is the opportunity to reflect and think, both alone and in groups as a natural natural learning, this type of learning emphasizes consistency as well as the effectiveness of time, the lack of awareness of other methods and ways of thinking and the absence of others who act as assessors and evaluators of previous experiences.

Emotional intelligence is a new way to raise children (Saragi, 2016). In addition, in every child must find and develop the intelligence they have, especially interpersonal intelligence, that is, intelligence in understanding the teaching and learning process by interacting with others effectively (Agustini et al., 2020; Yusrizal & Fatmawati, 2020) Researchers are interested in developing this intelligence because at the time of observation researchers saw many children whose social level was still low such as the ability to get along with others, lead, the ability to work together and a lack of empathy.

In addition to helping children find their interpersonal intelligence, nowadays teachers are also required to have the responsibility of building the character of the nation and culture (Imanita, 2014; Utami, 2012). In this case, researchers will use an

experiential learning approach in learning PPKn. Experiential learning has an important role because it views that knowledge comes from experience. Experiential learning strategies are inductive, student-centered, and activity-oriented learning (Akbar et al., 2022; Munif & Mosik, 2012). The reflection of personal experiences and the formulation of plans to apply learning in other contexts are important factors in experiential learning (Widyaningtyas & Farid, 2014).

## **B. Method**

This type of research is an experimental study with a factorial design of 2x2. This research was carried out at the State Elementary School 056587 Garbage Beach, Bahorok District. The sample in this study was class IV students consisting of 2 classes with 25 students in each class. Data collection techniques use interpersonal intelligence questionnaires and student KDP learning outcome tests. The data analysis techniques used are descriptive and inferential statistical techniques. Hypothesis testing was carried out with the Two Way Anova test with a significant level of 0.05. Before the Two Way Anova test is carried out, the analysis requirements test is first carried out, namely the normality test and the data homogeneity test. The normality test was carried out with the Kolmogorov-Smirnov test while the data homogeneity test was carried out with the Levene test with a significant level of 0.05.

## **C. Finding and Discussion**

### **1. Finding**

#### **a. Data Description**

In addition to providing pre-tests to students before treatment, the study also looked at the interpersonal intelligence of students who were further distinguished over 2 groups of high interpersonal intelligence and low interpersonal intelligence. Here is presented the frequency distribution of interpersonal intelligence in Group A

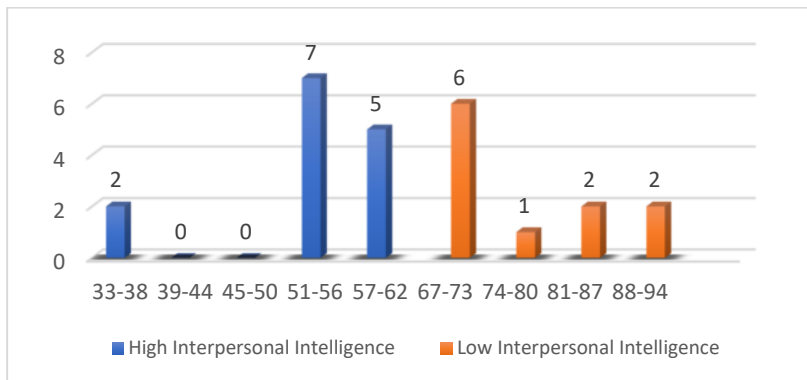


Figure 1. Histogram of Interpersonal Intelligence group A

Furthermore, it can be seen the distribution of interpersonal intelligence in Group B. The following is the frequency distribution of interpersonal intelligence of students in Group B.

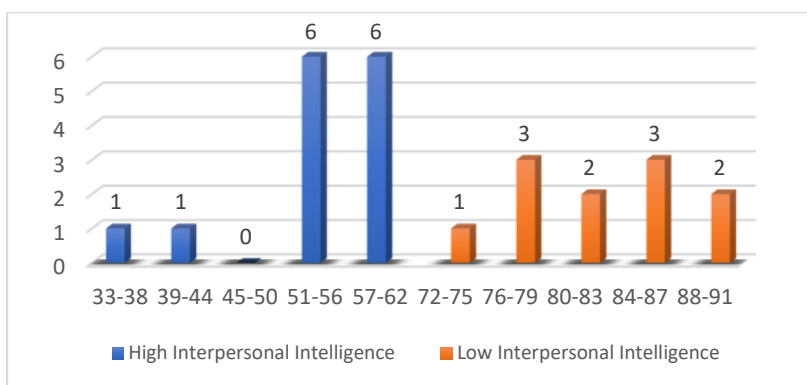


Figure 2. Group B Interpersonal Intelligence Histogram

Based on the data obtained and the results of statistical calculations, it is known that the learning outcomes of KDP students taught with an experiential learning approach get the lowest score of 60, and the highest score of 100, with an average of 85; mode by 86; median by 86; the variant is 92.87 and the standard deviation is 9.64. The frequency distribution is presented in the following figure .

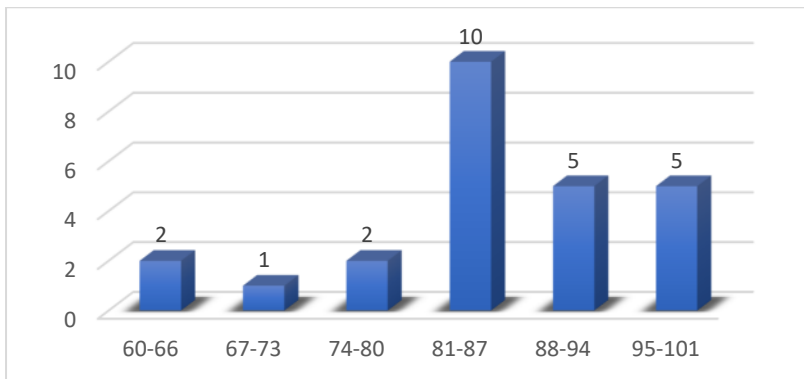


Figure 3 Histogram of KDP learning outcomes with experiential learning approach

From the data obtained and the results of statistical calculations, it is known that the learning outcomes of KDP students who are taught with a direct instruction approach get the lowest score of 69, and the highest score of 94, with an average of 80; mode by 77; median by 80; the variant is 44.22 and the standard deviation is 6.65. The frequency distribution of ppkn learning outcome scores of students taught with a direct instruction approach is presented in the following figure .

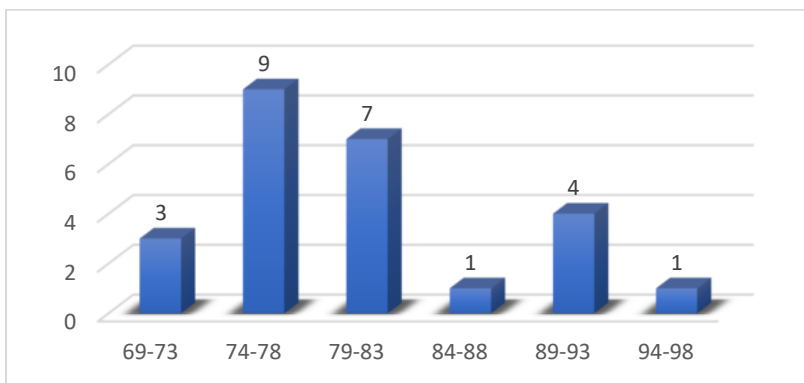


Figure 4 Histogram of KDP learning outcomes with direct instruction approach

b. Test Prerequisites

The overall normality test of the study data can be seen in the following table:

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Standardized Residual for Hasil_Belajar	.105	50	.200*	.973	50	.309

a. Lilliefors Significance Correction

Based on the table, it can be seen that the results of testing the normality of post-test data with the Shapiro-Wilk test obtained a probability value or significant value of  $0.309 > 0.05$ , thus it can be concluded that the post-test data is distributed normally.

After conducting a normality test, in this study also conducted a homogeneity test. The homogeneity test aims to find out whether the research sample is homogeneous or not. A summary of the homogeneity test calculation can be seen in the following table:

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Science Literacy

F	df1	df2	Sig.
2.661	3	46	.059

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class + KI + Class \* KI

Based on the Table shows that testing the homogeneity of post-test data obtained probability values or significant values of  $0.059 > 0.05$ , thus it can be concluded that the research data groups are relatively the same or are homogeneous.

c. Hypothesis Test

Hypothesis testing of this study used a two-lane ANAVA with a factorial of  $2 \times 2$ , hypothesis testing was calculated with the help of SPSS version 23. Hypothesis testing data can be seen in the following table:

Table 1. SPSS Output ANAVA Calculation Results

**Tests of Between-Subjects Effects**

Dependent Variable: Learning Outcomes

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	761,499a	3	253.833	4.044	.012
Intercept	337090.495	1	337090.495	5371.066	.000
Class	386.445	1	386.445	6.157	.017
Ki	270,146	1	270,146	5,098	,029
Class * KI	268.925	1	268.925	4.285	.044
Error	2886.981	46	62.760		
Total	343796.000	50			
Corrected Total	3648.480	49			

a. R Squared = .209 (Adjusted R Squared = .157)

- **First Hypothesis**

Based on the SPSS output in Table 1, it is obtained that the calculated F value = 6.157 and the probability value or significant value of the learning approach is  $0.017 < 0.05$ . Thus, it can be said that there is a significant difference between the average learning outcomes of KDP students who are taught with an experiential learning approach compared to the direct instruction approach. So hypothesis testing rejected  $H_0$  and accepted  $H_a$ . With the conclusion that the learning outcomes of KDP students who are taught with an experiential learning approach are higher than the direct instruction approach.

- **Second Hypothesis**

Based on the SPSS output in Table 1, it is obtained that the calculated F value = 5.098 and the probability value or significant value of  $0.029 < 0.05$ . Thus it can be said that there is a significant difference between the average learning outcomes of students who have high interpersonal intelligence compared to the learning outcomes of students who have low interpersonal intelligence. So hypothesis testing rejected  $H_0$  and accepted  $H_a$ . With the conclusion that the learning outcomes of KDP students who have high interpersonal intelligence are higher than students who have low interpersonal intelligence.

- **Third Hypothesis**

Based on the SPSS output in Table 1 it is obtained that  $F_{count} = 4.285$  and a significant value of 0.044 with  $\alpha = 0.05$ . Then it can be seen that the value of the sig.  $0.044 < 0.05$  so hypothesis testing rejects  $H_0$  and accepts  $H_a$ . With the conclusion that there is an interaction between the learning approach and the interpersonal intelligence of students in influencing student KDP learning outcomes.

## 2. Discussion

Civic education lessons are known to be a lot of material and memorization so that KDP lessons are difficult for students, which causes students to be bored in the learning process. Therefore, teachers use approaches and learning strategies so that the lessons are not boring and interesting. The use of the Experiential Learning approach teaches students to be aware of the local culture around their residence, foster a sense of concern for what they have and can integrate culture as a tool for the learning process to motivate students in applying knowledge, working cooperatively, and perceiving the relationship between various subjects.



In the direct learning approach, the responsibility of the teacher in teaching his students is quite large and the role of the teacher in planning learning activities is very large, because in the direct approach learning is teacher-centered while in the experiential learning approach students are stimulated to be able to solve problems, think at a high level, dig up information, work together and improve communication skills through the role of the teacher as a guide. In this case, learning activities are not entirely dependent on the teacher who is expected to make the classroom conditions interesting and enjoyable.

Based on this thinking, it is suspected that the learning outcomes of student CID taught using an experiential learning approach are higher than the learning outcomes of student KDP taught using a direct instruction approach.

Education is viewed from a psychosocial point of view to foster the development of interpersonal intelligence that takes place in the community. Interpersonal intelligence is the ability to understand situations and be able to cooperate with others. In learning PPKn requires students to have three domains, namely knowledge, attitudes and skills. However, in the learning process of PPKn, students are often only required to memorize a series of PPKn concepts without applying them in their daily lives.

Responding to the statement above, John Dewey revealed that students are naturally motivated in active learning if social interactions are carried out, students who have high interpersonal intelligence are more active and are able to work together with others than students who have low interpersonal intelligence. If classroom learning is designed with group learning or discussion, students who have high interpersonal intelligence are certainly easier to interact with their groupmates. In contrast to students who have low interpersonal intelligence, they will have difficulty interacting with their group of friends. Students who have low interpersonal intelligence tend to be impatient, withdrawn and aggressive so it is very difficult to work in a group.

Students who have high interpersonal intelligence will have more skills to control themselves, motivate themselves, have enthusiasm, perseverance, and have the skills to interact with fellow students or teachers in the learning process compared to students who have low interpersonal intelligence (Setiawan, 2013). Therefore, students who have high interpersonal intelligence will acquire more meaningful knowledge and are stored well in the student's memory so that it will also be easy for students to answer all questions. So, students' KDP learning outcomes will also be high.

#### D. Conclusion

Based on the discussion that has been described earlier, several conclusions can be drawn including the following:

1. The learning outcomes of KDP students taught with an experiential learning approach are higher than those of the direct instruction approach ( $F_{\text{count}} = 6,157$  and a sig. value of  $0.017 < 0.05$ ).
2. The learning outcomes of KDP students who have high interpersonal intelligence are higher than students who have low interpersonal intelligence ( $F_{\text{count}} = 5.098$  and sig. value  $0.029 < 0.05$ ).
3. There is an interaction between the learning approach and interpersonal intelligence in influencing student KDP learning outcomes ( $F_{\text{count}} = 4.285$  and sig.  $0.016 < 0.44$ ).

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