



Understanding the Concept of Social Studies: A Study of the Effect of Instruction

Models and Interpersonal Intelligence

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Abstract

This study examines the effect of learning models and interpersonal intelligence on the understanding of student social studies concepts. The study was conducted on PGSD students at the FKIP University of Halu Oleo, Indonesia. Using the quasi-experimental method with post-test control group design, simple random technique. The research sample is composed of 56 students. The data collection uses questionnaires, validated by experts and tested empirically. Data was analyzed using descriptive and inferential analysis. The results of student learning social studies concepts, using reciprocal learning models, were higher than students who were taught with conventional instruction models. It was found that there was an interaction between learning models and interpersonal intelligence. Students who have high interpersonal intelligence, taught with reciprocal instruction models, obtain higher social studies concepts than students who are taught with conventional instruction models. Students learning social studies concepts, that have low interpersonal intelligence, taught by reciprocal instruction models are higher than students taught by conventional instruction models. Thus, it is a recommended that student



social studies concepts and lecturers need to use a reciprocal instruction model by paying attention to students' interpersonal intelligence.

Keywords: *Instruction models; Interpersonal Intelligence; Social Studies*

Introduction

Learning is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Efforts to realize meaningful learning continue to be carried out through curriculum adjustments and the development of learning models. IPS is one of the fields of science that focuses on the study of society and its social environment continues to innovate in the learning process. At the university level, social studies are not only knowledge oriented, but also oriented in strengthening values that must be attached to students as citizens. Social studies education is directed at developing intellectual abilities, a sense of responsibility as a citizen, state and self-development as a person (Banks & Clegg, 1977; and Susanto, 2014). In this context, social studies are oriented towards the formation of the character of students who are adaptive to social change. Understanding of the IPS concept is not only limited to efforts to cram students with a number of concepts, but also how to make students have a set of knowledge, attitudes, values, and skills through a meaningful process of interaction. To realize this, many learning innovations have been carried out to improve students' understanding.

Based on the results of observations made at the Halu Oleo University, the level of student activity in the learning process is still low. Courageous students express their opinions and elaborate but the material is not maximal. The learning models used in UHO's PGSD are lectures, assignments and group discussions. The model is considered not varied, students feel bored, and not attentive when learning. As a result, understanding the material is not optimal and



competence cannot be maximally achieved. Martell (2017), suggest that social studies teachers strive to implement learning that is oriented to the intellectual potential of students; to improve student learning outcomes. Further, the study explained that students are expected to be more familiar with their intellectual potential through classroom learning. Additionally, social studies learning must be directed at efforts to create a conducive learning atmosphere and the realization of interactive dialogue. The use of appropriate learning models, to develop cognitive abilities, must be a concern. The learning model is a guide in the learning process for improving student understanding. In that context, individual differences in intelligence must be considered by lecturers in the learning process. This difference has implications for differences in students' understanding abilities. According to Eggen & Kauchak (2012), that intelligence is the ability to acquire and use knowledge, solve problems and reason in abstract, and adapt to new situations in the environment. Intelligence has implications for the ability of students to interact with their learning environment. Vygotsky in Schunk (2012), explains that interactions with people in the surrounding environment stimulate developmental processes and encourage cognitive growth. Constructivist experts explain that interpersonal interaction is very important in the learning process. According to (Arends (2012), and Widyasari (2016), one mechanism is through good dialogue between teachers and students and students with students. The orientation of learning in the classroom needs to be packaged in such a way that students can feel comfortable and happy in learning activities. The use of innovative learning models, centered on students, is important in an effort to maximize the potential of students. Experts in the field of educational technology have developed various student-oriented learning models. including models of inquiry learning, problem-based learning, reciprocal learning, and others. All learning models require the active role of students in learning activities. In his study Yang, (2010), states that the

reciprocal learning model is a learning model that emphasizes the cognitive development of students.

Discussion and collaboration between students in reconstructing knowledge are one of the characteristics of this learning model. The results of the study Firdaus (2017), found an influence of interaction between problem-solving learning models and direct learning on student literacy skills. According to Mujiani (2016), there is an interaction between intelligence and interest in learning towards learning outcomes obtained by students. Thus, learning outcomes are not only determined by the accuracy of the learning model but also influenced by student intelligence. One of the intelligence that plays an important role in the social studies learning process is interpersonal intelligence. According to Suhaimi, Marzuki, & Mustaffa (2014), explained that the distinctive character of individuals who have interpersonal intelligence is the desire to always cooperate in teams and the ability to socially communication well. This reciprocal learning model, interacted with student interpersonal intelligence, is a new concept that has never been studied by previous researchers. Therefore, researchers conducted a study of the Effect of Learning Model and Interpersonal Intelligence on the understanding of the concept of social studies in PGSD University students at Halu Oleo. The IPS concept referred to in this study is student learning outcomes after attending the IPS concept class.

This study focused on (1) whether there is a difference in understanding of social studies concepts between students taught with reciprocal and conventional models (2) whether there is an interaction between learning models and interpersonal intelligence on the understanding of social studies concepts. (3) is there a difference in understanding of the IPS concept between students who have high interpersonal intelligence (4) Is there a difference in understanding of the social studies concept between students who have low interpersonal intelligence. Thus, the findings of this study are expected to contribute theoretically and practically to the development

of learning models in the classroom. Further, it can also be used as reference material for other studies to conduct further investigation.

Literatures Review

According to Harasim (2012), learning is a series of activities that are designed for the learning process to occur. Meanwhile Miarso (2007) called it a deliberate attempt to make a relatively permanent change. Business can be done by someone or a group of people who have the ability. Learning can be interpreted as a process of dialogue between students and their learning environment that allows students to gain learning experience. Learning is a specific approach in teaching which has three characteristics, namely (1) objectives; learning models designed to help students develop critical thinking skills and gain in-depth experience about specific forms of material. (2) The learning model phase includes a series of steps aimed at helping students achieve specific learning goals. (3) The foundation of the learning model is supported by theory (Eggen & Kauchak, 2012). Furthermore, Joice, Weil, & Calhoun (2011) revealed that the learning model is defined as the way that the teacher uses his function and is a tool to achieve learning goals.

Based on this opinion, it can be explained that the learning model is a series of processes for empowering individual potentials in order to strengthen capacity in a planned and systematic manner. Arends (2012), mentions several learning models, that are often used by teachers in teaching, including cooperative learning and conventional or direct learning. One of the learning models included in cooperative learning is reciprocal learning. According to Palinscar & Brown, (2012), and Schunk (2012), reciprocal learning emphasizing student interaction through dialogue and discussion in exploring and constructing their learning experiences to improve understanding and mastery of learning material. Furthermore, according to Palinscar, Ransom, &

Derber (1989), reciprocal learning is also called structured dialogue learning which consists of four learning activities including predicting, questioning, clarifying, and summarizing. In line with that Palinscar & Brown (2012), Yang (2010), and Agoro & Akinsola (2013), explain that reciprocal teaching has 4 steps, including: (1) Questioning. At this stage, students read material and make a list of questions on material that has not been understood.

The lecturer guides students who have difficulties and directs the material substance. (2) Clarifying. Students who were appointed as presenters gave explanations related to the material which then other students gave deepening on the presenter's explanation. 3) Summarizing. At this stage, students are given the opportunity to make a summary of the material and discuss it in the group. 4) Predicting. At this stage, the lecturer gives an opportunity for students to be able to make hypotheses about the material to be discussed or discussed at the next meeting. According to Stricklin (2011), the application of reciprocal learning is done by the method of dialogue and discussion. This model fits the characteristics of the Social Sciences Education material which demands the active role of students in the learning process. Social studies education material cannot be well understood if it is only done through lectures by lecturers. It must go through a discussion process designed so that it gives space for students to understand the material well. The strength of this reciprocal learning model is to train the ability of students to learn independently and re-explain the material learned to others while at the same time training the courage of students to perform, and improve their ability to solve problems. (Seymour & Osana, 2003) explained the need to pay attention to the ability of students to take diverse roles, supportive learning environments and lecturer guidance in the learning process.

Appropriately, the learning model that is often used in the UHO PGSD environment is direct or conventional learning. Conventional learning models depart from the assumption that knowledge can be moved intact from the educator's thinking to students' thinking. This model is

influenced by the behavioristic school of thought which emphasizes the understanding that human behavior has a relationship between stimulus and response that must be implemented by the lecturer as the stimulus provider. Arends (2012), and Slavin (2011), states that the conventional learning model is a lecture-oriented learning model with the following steps: (1) Orientation, namely the teacher determines the subject matter, reviews the previous lesson, learning objectives, and procedures. (2) Presentation, the teacher explains concept skills, and give homework. (3) Structured practice, namely the teacher leads the group and students respond to questions, the teacher provides feedback or reinforcement. (4) Guided practice, teachers guide students in practice. (5) Independent practice, namely giving assignments.

Al-Tabany (2014) explains that conventional learning tends to be teacher-centered so students become passive. The advantages of this model, according to Joice et al., (2011), are the academic focus, direction, and control by lecturers, and the time management system and priorities in assigning and completing academic assignments. Based on the opinions of the experts mentioned above, it can be concluded that the conventional learning model is a series of individual empowerment processes carried out by the teacher in a planned manner. The empowerment process is carried out through stages of explanation, question and answer, and feedback in assignments. The advantage of this model is that educators can control the order and breadth of learning material, facilitate the delivery of extensive learning material in a limited timeframe, and students hear directly through lecturer narrative, suitable for large numbers of students and large class sizes. Its weaknesses include a one-way communication style, the opportunity to control students' understanding is very limited, only for students who have the ability to listen and listen well, cannot serve the differences of each student both in terms of abilities, knowledge, interests and talents as well as differences in learning styles, difficulty



developing abilities students in terms of socialization, interpersonal relations, critical thinking, and the dependence on educators is quite large.

The ability of students to understand learning material is not only influenced by the learning model used but also the intelligence of students. Intelligence is one of the potentials of every human being. Gardner (2011), mentions eight bits of intelligence concerning linguistic intelligence, mathematic logic, intrapersonal, interpersonal, spatial, kinesthetic, naturalistic and visual. Of the eight bits of intelligence, the focus of this research is interpersonal intelligence. According to Woolfolk Hoy (2000), interpersonal intelligence is intelligence which includes social sensitivity, social insight, and social communication. Social sensitivity is an interpersonal ability that includes the ability to understand moods, feelings, openness, and sensitivity. Social insights include a desire to make friends and socialize with the environment, love, empathy, teamwork, leading , solve problems, and a desire to play team sports. Social communication is the ability to make good and effective communication, including being able to listen and to be able to communicate orally and in writing well and effectively. All these aspects are indicators of someone's interpersonal intelligence. Interpersonal intelligence is also commonly referred to as social intelligence, namely the ability to interact and adapt to its social environment. Armstrong (2009), states that interpersonal intelligence is the ability to understand the thoughts, attitudes, and behavior of others and the ability to respond effectively to various interpersonal cues. Furthermore, Gardner (2011), and Safaria (2005), explains that "interpersonal intelligence has three main dimensions, namely social sensitivity, social insight, and social communication.

Characteristics of children who have high interpersonal intelligence will always show the ability to develop effective social relations, empathize with others, the ability to maintain social relations, sensitive to changes in social situations, be able to solve problems well and prevent problems in social relationships and have the ability to effectively communicate . Characteristics



of such students can develop understanding skills through a dialogical process. Stricklin (2011) explains that understanding is a person's ability to interpret, translate or express something, in his own way, about the knowledge he has received (Stricklin, 2011). Ability to understand is the ability to re-express the meaning of the material obtained during learning both spoken, written, and drawn stimuli provided by the teacher. Students are said to be able to understand the material if they can connect new knowledge with their old knowledge. Cognitive processes in this category include the ability to interpret, model, classify, summarize, and compare.

Understanding can be divided into three categories: low level, moderate level, and high-level understanding (Brown & Palincsar, 1987; Duchesne & McMaugh, 2018; Schunk & Usher, 2012). From this opinion, it can be concluded that understanding is a person's ability to be shown re-disclosure of information or material that has been accepted by using his/her own language in accordance with the knowledge he/she has. Indicators of understanding can be seen from the activities of students in learning. Students are said to understand if students are in accordance with the indicators of understanding itself. Anderson and Krathwohl (2010) reveal that cognitive processes in the category of understanding include interpreting, modeling, classifying, summarizing, concluding, comparing, and explaining. This explains that understanding is the ability to capture understanding, translate, and interpret. Thus, students are said to be able to understand if the student is able to reveal the information obtained. The ability to understand concepts can be interpreted as the ability to articulate concepts as an abstraction of a phenomenon (Krathwohl & Anderson, 2010, and Suhaimi et al., 2014).

The concepts in the learning process can be obtained from the concepts of scientific disciplines or from the environment of students' lives. Social Sciences is an academic field which incorporates many factors with the aim of making students good citizens. This is in accordance with the opinion of Martell, 2017; McCulley & Osman (2015), and Strachan (2015), that IPS is a

simplification and adaptation of a number of concepts in social science disciplines. Departing from several lessons, the understanding of the IPS concept is the ability to understand the meaning, learn, examine, analyze various social problems in society. In this study, the IPS concept that needs to be understood is the concept of sociology, the concept of anthropology, the concept of history, the concept of economics and the concept of geography as a whole from the basic concepts of social studies.

Materials and Method

This study uses a quasi-experimental method because not all variables can be controlled strictly. The implementation of this research was for students majoring in PGSD UHO Kendari, Indonesia. Second semester (even) students of 2017/2018, for 8 × meetings. The study design used post-test only control group design. Sampling uses random sampling to determine the control class and the experimental class. The experimental class uses reciprocal learning models and the control classes use conventional models. Then the two classes were conducted using interpersonal intelligence tests to determine students who had high and low interpersonal intelligence. Determination is determined based on the results of interpersonal intelligence scores. The scores obtained by students are sorted from high scores to the lowest scores. As many as 33% of the upper group was declared as the group that had high interpersonal intelligence and 33% of the lower group was stated as a group that had low interpersonal intelligence.

Data from the learning outcomes of understanding the IPS concept are obtained by instrument test techniques, first validated by education experts, IPS experts and psychologists. Expert validation is done to determine the content and construct validity of the instrument. After that, an empirical test was conducted to determine validity and reliability so that the instrument was worthy of being used as a data collector. The validity test is done with biserial

correlation points, while the reliability test is done with Kuder Richardson (KR20)(Morgan, Leech, Gloeckner, & Barrett, 2004).

The result is that the test instrument has a validity value of 0.89 and reliability = 0.93. Data is analyzed with descriptive and inferential statistics. Descriptive statistics to describe data in the form of means, median, maximum, minimum and standard deviation values. Inferential analysis using the two-way ANOVA test. This test requires a normality test and homogeneity test (Mayer & Alexander, 2016) dan (Morgan et al., 2004). Normality test using the Lilliefors test, homogeneity test using the Levene test. If there is an interaction between variables, then to know the main effect is a posthoc test or a further test with a Scheffe test with a significance level $\alpha = 0.05$.

Result and Discussion

Result

The data obtained in this study is grouped into (1) the average learning outcomes of students' social studies concepts that follow reciprocal learning and conventional learning models, (2) the average social science concept learning outcomes of students who have high interpersonal intelligence and low interpersonal intelligence. (3) the average learning outcomes of social studies concepts of students who have high and low interpersonal intelligence taught by reciprocal learning models (4) The average learning outcomes of social studies concepts of students taught by reciprocal models that have high and low interpersonal intelligence. Results concerning the descriptive analysis of the average learning outcomes of understanding the IPS concept is presented in table 1 below.

Table 1 shows that: (1) Understanding of the IPS concept of students who are taught with a reciprocal model as a whole obtains an average yield of 75.07 with a standard deviation of 11.7410. (2) Understanding of the IPS concept of students taught with conventional models as a

whole obtains an average value of 71.79 with a standard deviation of 7,340. (3) The understanding of the IPS concept of students who have high interpersonal intelligence as a whole obtains an average value of 81.89 with a standard deviation of 5,245. (4) The understanding of the IPS concept of students who have low interpersonal intelligence as a whole obtains an average score of 64.96 with a standard deviation of 4,607. (5) An understanding of the social studies concept of students who have high interpersonal intelligence taught by the reciprocal learning model as a whole obtaining an average score amounting to 85.79 with a standard deviation of 3,355. (6) Understanding of the IPS concept of students who have low interpersonal intelligence taught by the reciprocal learning model as a whole obtaining an average score of 64.36 with a standard deviation of 5,271. (7) Understanding of the social studies concept of students who have high interpersonal intelligence The overall score averages 78.00 with a standard deviation of 3,637. (8) The understanding of the IPS concept of students who have low interpersonal intelligence as a whole obtains an average score of 65.57 with a standard deviation of 3,936. Furthermore, from the data obtained, the data normality test and variance homogeneity test were carried out as hypothesis test requirements.

The normality test uses the Kolmogorov-Smirnov test technique, and the homogeneity test is carried out by the Levene test. Based on the results of the normality test conducted by the Kolmogorov-Smirnov test showing the significance value of learning outcomes of the IPS concept understanding in the reciprocal learning model group of $= .014$ and conventional at $= .200 > \text{from } .005$. It can be concluded that the two groups came from normally distributed data. Furthermore, the homogeneity test uses the Levene test, showing the variable learning outcomes of understanding The IPS concept obtained significance $= .523 > \text{from } .005$. It can be concluded that the learning outcomes variable understanding students' social studies concepts in the treatment and control groups are homogeneous with Levene statistics $= 4.12$.

Thus it can be concluded that the data from the learning outcomes, of the understanding of the IPS concept from all groups, came from populations that were normally distributed and had a homogeneous variance. Therefore, hypothesis testing using two-way ANOVA can be done. The following is a summary of the ANOVA test results presented in table 2 below:

Based on ANOVA calculations, shown in table 2, it can be concluded: (1) Testing the first hypothesis, the null hypothesis is rejected and the alternative hypothesis accepted ($F_{\text{count}} = 8.921 > F_{\text{table}} = 4.01$), with significance $.004 < .005$. This means that there are differences in the learning outcomes of understanding social studies concepts that are significant between groups of students who take part in learning with reciprocal models and groups of students who follow learning with conventional learning. (2) Testing of the second hypothesis, the null hypothesis is rejected and the alternative hypothesis accepted ($F_{\text{count}} = 16,733 > F_{\text{table}} = 4.01$) with a significance value of $.000 < .005$. This means that there is a significant interaction effect between the learning model and interpersonal intelligence on the learning outcomes of students' social studies concept understanding. Because there is an interaction between the model and intelligence, then further test requirements are met. Posthoc advanced testing using the t-Scheffe test. This test was conducted to determine the differences in the effect of learning models and interpersonal intelligence on the learning outcomes of students' social studies concept understanding. The Scheffe test results are presented in table 3

The results of the analysis using the t-Scheffe test for the third hypothesis obtained a value of $F_{\text{count}} = 8.921 > F_{\text{table}} = 4.01$, with significance = $.000 < .005$. This means that the null hypothesis is rejected and an alternative hypothesis is accepted. It was concluded that there was a significant difference between groups of students who had high interpersonal intelligence taught by reciprocal and conventional models. Furthermore, for the fourth hypothesis, the value of $f_{\text{count}} = 74,789$ and $f_{\text{table}} = 4.01$, with significance = $.000 < .005$. This means that the null



hypothesis is rejected and an alternative hypothesis is accepted. Thus there are significant differences in student learning outcomes between groups that have low interpersonal intelligence taught by reciprocal learning and conventional learning models.

Discussion.

The first hypothesis, based on the results of the first hypothesis test, shows the influence of a reciprocal learning models on the learning outcomes of students' social studies concept understanding. The coefficient of AN (ANAVA) F (A) is 55,783 which is significant. Furthermore, it is evident that the magnitude of the average score of the learning outcomes, of the social studies concept understanding group, of students who follow the reciprocal learning model (A_1) is equal to 75.07. This is greater than the average learning outcomes, of the social studies concept understanding, of student groups that follow the conventional learning model (A_2), amounting to 71.09. The results above show that overall, taking into account the moderator variables of interpersonal intelligence, the results of learning and understanding of the social studies concept of groups of students who take part in learning using the reciprocal learning model are higher than the results of learning the understanding of social studies concepts of students who take conventional learning. Explain that reciprocal learning models in the experimental class are able to assist students in developing mastery of students' concepts and cognitive processes because students together in small groups are involved in making questions, clarifying, summarizing and predicting. Students discuss in their groups so that they can deepen their social studies concept knowledge (Wu & Chen, 2018) (Seftiawan, Susanto, & Aswandi, 2018). While conventional learning is more likely to place students as learning objects that only

act as recipients of passive information in learning activities. So that students lack the opportunity to develop their abilities that are more tangible. Discussions that took place in the control group were more in question and answer during group presentations. Besides that, the dominance of lecturers in providing explanations and the limited space for dialogue with students does not lead to the deepening of the social studies concept well.

The second hypothesis, based on the results of the hypothesis test, indicates an interaction between the learning model and the interpersonal intelligence of students towards the results of learning the understanding of the social studies concept. The interaction pattern is shown in figure 1 below.

From Figure 1, there is a significant interaction effect between the learning model and interpersonal intelligence on the learning outcomes of students' social studies concept understanding. Based on the findings of the influence of the interaction, the application of the reciprocal learning model is very suitable for students who have high interpersonal intelligence, so that the learning outcomes of understanding the social studies concepts obtained are more optimal. However, the application of reciprocal learning models to students who possess low interpersonal intelligence requires the active role of students to obtain more optimal learning outcomes. The results of the study were in accordance with the theory of reciprocal learning models that reciprocal learning requires students to find principles or relationships that were previously unknown to him which are a result of his learning experience that has been carefully and carefully arranged by the teacher. Reciprocal learning means that students are subjects in the learning process. Students have the basic ability to develop optimally according to their abilities.

Lecturers are only facilitators as well as motivators for students, providing stimuli that can challenge students to experience meaningful learning. Lecturers provide opportunities for

students to find their own information and knowledge based on the results obtained through their observations. Students are able to find principles or relationships, that they did not know before, through their learning experiences that have been carefully arranged by the lecturers. In addition to these theories, the results obtained in this study are also in line with the results of research related to reciprocal learning models that have been done before. The results of the study by Agoro & Akinsola (2013), and Mulyono, Asmawi, & Nuriah (2018), in its conclusion, explained that the reciprocal learning model was able to increase the active role of students in learning.

Reciprocal learning has a significant effect on student learning outcomes. Thus the reciprocal learning model can improve learning outcomes obtained by students. This is because the reciprocal learning model can provide a more meaningful learning experience for students. In addition, before the reciprocal learning model is applied, lecturers must also pay attention to the level of intelligence of their students. This is because students who have high interpersonal intelligence are able to obtain more optimal learning outcomes compared to students who have low interpersonal intelligence. students who have high interpersonal intelligence love learning which provides an opportunity to be more active and directly involved in the learning process.

While students who have low interpersonal intelligence tend to like monotonous learning and do not demand an active role from students. This is in line with Stricklin (2011), opinion the application of reciprocal learning is done by the method of dialogue and discussion. This model fits the characteristics of the Social Sciences Education material which demands the active role of students in the learning process. Social studies education material cannot be well understood if it is only done through lectures by lecturers. But it must go through a discussion process



designed so that it gives space for students to understand the material well. However, it does not mean that the application of reciprocal learning models is not suitable for students who have low interpersonal intelligence, but its application requires time to get more optimal learning outcomes. Lecturers need to convince students who have low interpersonal intelligence to be actively involved in the learning process. This effort is pursued by the introduction first and builds the confidence of students that the reciprocal learning model is fun and can be used to improve student learning outcomes. Lecturers also need to carry out various efforts to increase student participation, including providing tutoring.

The third hypothesis test results are related to differences in learning outcomes of understanding social studies concepts in students who have high interpersonal intelligence, between groups that take part in learning with reciprocal models with groups of students who follow learning with conventional models. This can be seen in the average value of the learning outcomes of the social studies concept understanding of 85.79 for groups of students who take the learning with reciprocal models. While the average value of the learning outcomes of the understanding of the IPS concept is a group of students who take part in learning with conventional models that have high interpersonal intelligence was 78.00. These results indicate that students who have high interpersonal intelligence and who attend learning with reciprocal models are have higher learning outcomes than the students' understanding of social studies concepts that follow conventional models. This is in line with the results of study, that reciprocal learning can increase the active role of students in the learning process. So is the case with the results of Pan et al., (2018), that interpersonal intelligence has a significant effect on students' activeness in the learning process. The reciprocal learning model is a dialogical learning model that is in accordance with the characteristics of the social studies concept material.

Students who have high interpersonal intelligence are interested in new learning models that provide opportunities for students to discover and build their own knowledge. Students feel happy when their efforts can provide results in the form of new knowledge to the students themselves. This is evidenced by the high enthusiasm of students in discussions both in the stages of making questions in groups and providing clarification for other groups at the presentation.

Besides that, the reciprocal model also trains students to raise opinions including asking when they encounter difficulties in answering questions. Students were also very excited when clarifying or explaining answers to questions from peers. Students who have high interpersonal intelligence in reciprocal learning show enthusiasm in the learning process. The same is true for learning with conventional models. In the conventional model, students are also active in group discussions during presentations, but the dialogue between students, and also with lecturers, was not as enthusiastic as was present in reciprocal groups. In conventional learning, students do not discuss the questions asked. While in reciprocal learning groups, questions and explanations given to other groups are the results of group discussions. When there are students who experience problems, in understanding the concept of social studies, in the reciprocal group, scaffolding or guidance is given either by peers or lecturers. While in conventional learning, scaffolding activities are not in the learning process.

The results of the fourth hypothesis test tested whether there were differences in learning outcomes of students' understanding of social studies concepts that had low interpersonal intelligence, between groups of students who attended learning with reciprocal models with groups of students who followed learning with conventional models. This can be seen in the average value of learning outcomes of social studies concept understanding of 64.36 for groups

of students who take the study with reciprocal models. While the average value of learning outcomes of social studies concept understanding for groups of students who follow learning with conventional models amounted to 65.57. This proves that the learning outcomes of understanding social studies concept groups of students, who have low interpersonal intelligence, who are taught with reciprocal learning models, was lower than in the group of students who have low interpersonal intelligence taught by the conventional models.

This is in line with the results of research which suggests that reciprocal learning is more suitable for learning that demands students' active roles (Ormrod, Anderman, & Anderman, 2016; Yang, 2010). Students who have low interpersonal intelligence prefer normal and stable conditions where they feel comfortable. Students are less prepared to be directly involved in the learning process so that they tend to be inactive and pay little attention or follow the course of the learning process. It can be concluded that the reciprocal learning model can improve the learning outcomes of students', understanding of the social studies concept, that have high interpersonal intelligence. Likewise, students who have low interpersonal intelligence can improve their learning outcomes by using reciprocal learning models. Lecturers need to convince students who have low interpersonal intelligence to be actively involved in the learning process.

Based on the findings of the above research, which was then further explored through questionnaires given to lecturers and students, it was revealed that the obstacle faced by lecturers in social studies learning was the difficulty of delivering learning material. Because the ability of students is very diverse. Students with high interpersonal skills often feel bored because certain materials are often repeated. Whereas for students with low interpersonal intelligence, lecturers must repeat the material several times so that students understand better. In students who use

the reciprocal model, the lecturer begins learning by giving material, questions, and practice. Students are not used to learning with new learning models. Students are still familiar with the models commonly used by lecturers, namely conventional.

The conventional model, used by lecturers through question and answer and discussion, was not good enough because those who were active in learning were dominated by smart students. Learning social studies concepts with reciprocal models using questioning and clarifying strategies can actually guide students to understand the material of social studies education.

Conclusions

Based on the results of the research and discussion, it can be concluded that: (1) There are significant differences in the learning outcomes of understanding the social studies concept between groups of students who follow the reciprocal learning model and groups of students who follow conventional learning. (2) There is a significant interaction effect between the learning model and interpersonal intelligence on the learning outcomes of students' social studies concept understanding. (3) In the group of students who have high interpersonal intelligence, there are differences in the learning outcomes of understanding IPS concepts that are significant between groups of students who follow reciprocal learning with groups of students taught with conventional learning models. (4) In the group of students who have low interpersonal intelligence, there are significant differences in the learning outcomes of understanding the social studies concept between groups of students taught by reciprocal learning models and groups of students taught by conventional learning.

Thus, a number of things are suggested: (1) To social studies lecturers to use learning models that are able to increase student involvement in the learning process such as reciprocal learning. (2) For PGSD graduate students to be more innovative in terms of finding learning models so that they can be used in improving student learning outcomes (3) For universities, to support the innovation of lecturers in developing learning models (4) For future researchers, in order to make the study This is a comparative material for conducting further studies related to learning models especially reciprocal learning. (4) so that the lecturer prepares learning material for each subject taught. If the lecturer makes learning material, the lecturer can adjust it to the characteristics and environment of the student.

Table 1. Descriptive Statistics

Description	N	Minimum	Maximum	Mean	Std. Deviation
A1	28	60	90	75.07	11.741
A2	28	60	84	71.79	7.340
B1	28	74	90	81.89	5.245
B2	28	60	75	64.96	4.607
A1B1	14	80	90	85.79	3.355
A2B1	14	74	84	78.00	3.637
A1B2	14	60	75	64.36	5.271
A2B2	14	60	72	65.57	3.936

Table 2. Tests of Two Way Anova

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected	4446.714 ^a	3	1482.238	87.487	.000

Model					
Intercept	301938.286	1	301938.286	17821.556	.000
Model	151.143	1	151.143	8.921	.004
Intelligences	4012.071	1	4012.071	236.808	.000
Model * Intelligences	283.500	1	283.500	16.733	.000
Error	881.000	52	16.942		
Total	307266.000	56			
Corrected Total	5327.714	55			

a. R Squared = .835 (Adjusted R Squared = .825)

Table 3. Model * Intelligences

Model	Intelligences	Mean	Std. Error	F	Significance
Reciprocal	High Interpersonal	85.786	1.100	8.921	.000
	Low Interpersonal	64.357	1.100		
Conventional	High Interpersonal	78.000	1.100	74.789	.004
	Low Interpersonal	65.571	1.100		

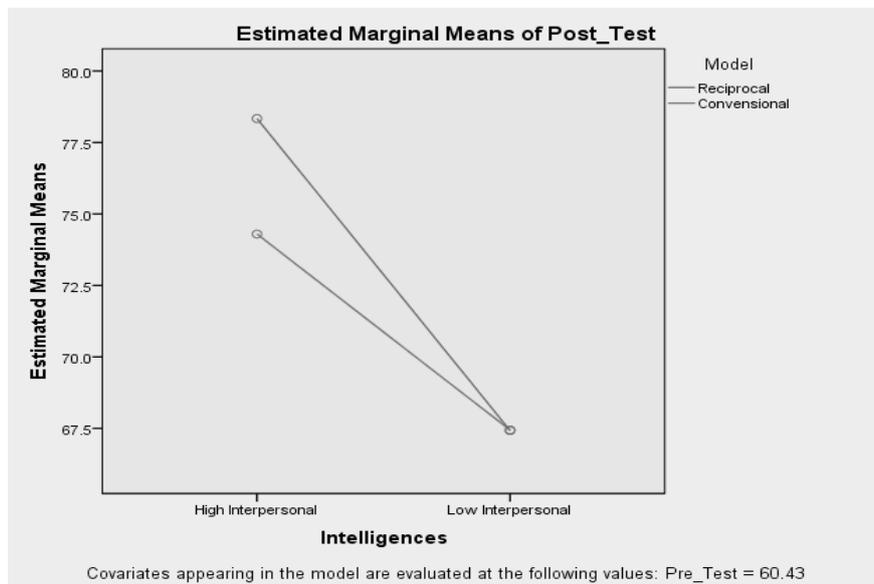


Figure 1.



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