



**THE INFLUENCE OF QUANTUM LEARNING
MODELS AND INTERPERSONAL INTELLIGENCE
ON STUDENT LEARNING OUTCOMES ON THEME
“PERISTIWA DALAM KEHIDUPAN” IN CLASS V
SD NEGERI 200301 PADANGSIDIMPUAN**

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Abstract

The research objective is to find out the influence of the Quantum learning model on interpersonal intelligence and the influence of the Quantum learning model on the learning outcomes of students. The research was conducted on fifth grade students at SD Negeri 200301 Padangsidimpuan by taking two classes (experiment class and control class) as many as 50 students. This research was a Quasi Experimental Design type. The data analysis used SPSS 22.0 with a 2x2 factorial. The instruments used were the PPKn learning outcomes test and the Interpersonal Intelligence instrument. Data analysis used two-way ANOVA. The results showed: (1) the influence of the Quantum learning model is higher than the conventional learning model; (2) the learning outcomes of students who have high interpersonal intelligence are higher than students who have low interpersonal intelligence (3) there is the interaction between quantum learning models and students interpersonal intelligence in influencing student learning outcomes of PPKn. Based on the results of this study, it is suggested that Quantum learning model can be used as an alternative for teacher to improve the ability of interpersonal intelligence and learning outcome of students.

Keywords: *learning outcomes, Interpersonal Intelligence, Quantum learning model.*

A. Introduction

Education is a very important factor in the life of the nation and state, kthe arena through citizen education can be educated and their personalities can be nurtured so that they have knowledge and character attitudes. With education, generations can also be formed who can carry on the ideals of the nation in facing the challenges of an increasingly complex world. According to Article 3 of Law no. 20 of 2003 concerning the National Education System, Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation and state.

PPKn is an important subject to provide knowledge and character for students. However, it is very unfortunate that in its application, this PPKn lesson is less attractive and studied in the world of education and schooling, because most formal educational institutions are dominant in presenting material that is mere cognitive and psychomotor in nature, less touching on affective aspects. This is not because the essence is not realized, but because of the lack of understanding of the teachers (Susanto, 2016: 154).

Student learning outcomes are a manifestation of educational goals, namely obtaining knowledge, mastery of skills, and attitude formation. Therefore, the teacher must design a learning process that involves students as a whole. For this reason, teachers are required to be able to design appropriate learning models so that students get high learning outcomes.

Quantum learning model can foster a variety of positive attitudes in students, such as training students to appreciate diversity and at the same time training students to understand individual differences. This learning model emphasizes the activities of developing students self-potential through humane ways, namely: easy, fun, and empowering. This is in line with what Shoimin (2014: 128) states that the Quantum learning model focuses on dynamic relationships in the classroom environment, interactions that establish a foundation and a framework for learning. This learning model focuses on the high participation of students in group learning by finding material information themselves. The Quantum Learning Model pays close attention to the learning environment which is designed in such a way that students feel important, safe.

B. Method

Location and Time of Research

In conducting the research, the writer took the location at SD Negeri 200301 Padangsidempuan. The research was carried out in the odd semester of the 2020/2021 school year, namely in February-March 2021. The reason the authors chose the research location at the school was because 1) The low student learning outcomes, especially in the PPKn subjects in SD Negeri 200301 Padangsidempuan 2) The school had never conducted research with the same theme.

Research design

This research is a quasi-experimental research (quasy experiment) with a 2x2 factorial design. The dependent variable in this study is the learning outcomes of PPKn class V SD on the theme "Events in Life". Student learning outcomes are obtained from the test results tested on

students in the form of multiple choices which will be given at the final meeting after the treatment is carried out. While the independent variable in this study is a learning model that will be differentiated into the Quantum learning model and the conventional learning model while the moderator variable in this study is interpersonal intelligence. This variable is divided into high interpersonal intelligence and low interpersonal intelligence. This grouping was carried out from the results of observations at school which were carried out directly in class for 3 meetings.

C. Finding and Discussion

1. Results

The data in this study were obtained from the results of distributing instruments in the form of student learning outcomes tests, interpersonal intelligence questionnaire instrument sheets. The instrument is given to students in class VA and students in class VBSD Negeri 200301 Padangsidempuan. Class VA applies the Conventional learning model and Class VB applies the Quantum learning model. The results of research regarding student learning outcomes and student interpersonal intelligence were analyzed using SPSS 22.0 for windows software.

Measurement of student learning outcomes using the pretest and posttest with the same questions but the time span of different test distributions. Measurement of students interpersonal intelligence using a questionnaire sheet instrument. Pretest, posttests and questionnaires were given to each student in two experimental classes, namely class VA which numbered 25 students and class VB which amounted to 25 students.

Description of the Pretest Data

Pretest done before being given treatment. The results of the student pretest were carried out in order to determine the average equivalence of students abilities in the experimental and control classes. Pretest data were analyzed using descriptive statistics assisted by SPSS 20.0 for windows software. The calculation results are presented in table 3.

Table 3. Description of Pretest Results

| Class | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
|--------------------|----|---------|---------|-------|----------------|----------|
| Experiment | 25 | 7 | 14 | 11.20 | 3,123 | 9,752 |
| Control | 25 | 7 | 14 | 10.83 | 3,041 | 9,247 |
| Valid N (listwise) | 25 | | | | | |

Table 3 show that the results of the pretest students for the two classes are relatively the same, namely the average score in the control class is 10.83 slightly lower than the experimental class which is 11.20. This shows that the pretest results of students in the experimental class are not much different from those in the control class, so that each class may get different treatment. And furthermore, to strengthen the implementation of the two classes, different treatment may be given, it is necessary to test the normality and homogeneity of the data to see whether the data of the two classes are normally distributed and the variance of the data is homogeneous (the same).

2. Discussion

The Influence of Quantum Learning Model and Conventional Model on Learning Outcomes of PPKn

Based on data processing, it was found that the learning outcomes PPKn students who take learning with the Quantum learning model are higher than students who are taught with conventional learning models.

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This is because the Quantum learning model is better at improving student understanding compared to conventional learning models at the 5% significance level. These results indicate that in teaching PPKn subjects it is better to use the Quantum learning model than the conventional learning model. The results of this study are in accordance with research conducted by Saputra (2014: 60) There is a significant difference in the learning achievement of PPKn between groups of students who take quantum model learning and groups of students who take conventional learning.

The difference in learning outcomes is because this learning model makes the atmosphere more pleasant. In the first step of "grow" learning, the teacher tries to increase students learning motivation by standing then singing, doing brain fun as well by reading students stories related to the subject matter. At this initial stage, it can foster students curiosity about the material to be studied. And continued with giving AMBAK, which is what benefits me, by creating AMBAK in each of them is expected to increase one's curiosity to study a field and increase the desire to study other fields. AMBAK is needed in every lesson. Because without the information obtained in the teaching and learning process it will be wasted.

Learning that is carried out using this model makes students learn in their own way or learning style. Each student can process information easily during learning according to a learning style that suits himself. It is not uncommon for students to fail in learning not because of their ignorance, but because of the incompatibility of learning styles between teachers and students.

1. The first step in this learning model is "growing" at this stage, provoking students curiosity with demanding questions such as: what

do they understand, what do they agree with, what are the benefits for them (AMBAK), and to what they are committed to.

2. The second step in this "natural" learning model provides the opportunity for students to carry out several activities. This activity is carried out with the aim of making it easier for students to remember the material that has been given.
3. The third step in this learning model is "named" giving concepts, thinking skills and learning strategies.
4. The fourth step in this learning model is "demonstration", in this step it provides the opportunity for students to demonstrate the knowledge they have to other friends. Students in this learning model clearly show that students are given freedom, like this step, students are given the freedom to show the knowledge they have. By providing explanations and questions and answers, it helps students to be more courageous in expressing their knowledge.
5. The fifth step in this learning model, namely "repeat" looping is very important in the learning process because repetition can strengthen neural connections and foster a feeling of "I know that I know"
6. The final step in this learning model students are given an award for the success they have done during the learning process. The "celebrate" learning step, students are given an award because they have succeeded in understanding the material given. In this study the teacher gave awards to students who had dared to demonstrate the results of their observations, students who were able to answer the teacher's questions correctly and students who got the best scores on the posttest. The awards were given in the form of words of praise, applause and gifts such as stationery.

From the process side, Quantum learning can create ideal situations in PPKn learning. In quantum learning, students are actively involved and get the opportunity to relate directly to abstract ideas and theories through problem solving activities through experiments so as to help them to understand in depth concepts and knowledge. Quantum is very effective for building scientific knowledge. , develops a deep understanding of scientific concepts and the application of scientific knowledge in various situations in our daily life. Rohmiyati (2015: 4) concludes that the learning outcomes of students who are taught with the Quantum learning model are superior to those taught by the direct instruction model.

Differences in Student Learning Outcomes in the High Interpersonal Intelligence Group and Low Interpersonal Intelligence

Armstrong (2013: 7) "Interpersonal intelligence is the ability to understand and make differences in the mood, intentions, motivation and feelings of others". This intelligence is intelligence with indicators that are pleasing to others. The attitude shown by students in interpersonal intelligence is very soothing and peaceful. Therefore, interpersonal intelligence can be defined as the ability to perceive and distinguish the moods, intentions, motivations and desires of others, as well as the ability to respond appropriately to the moods, temperaments, motivations of others and the ability to self-discipline, self-understanding and self-esteem. Students who have interpersonal intelligence can grasp the intentions of others,

Yaumi and Ibrahim (2013:130) states that: four important elements in interpersonal intelligence include: (1) reading social cues; (2) giving empathy; (3) controlling emotions; and (4) expressing emotions in their proper place. Students who have high interpersonal intelligence

tend to be able to adapt to other students. Besides that, these students can lead well when appointed to be a leader. Also, being able to understand other people's views when they want to negotiate, persuade, and get information.

Conversely, students with low interpersonal intelligence tend to be less sensitive, indifferent, selfish and offend others. As a result, students with a low level of interpersonal intelligence will find it difficult to share knowledge and experiences with each other. This will make it difficult for students to conduct discussions, work in groups and even carry out cooperative-based scientific activities. In the end such students will have no meaning in learning so that the learning outcomes obtained are not good.

The above statement is in accordance with research conducted by Mursid (2012: 93), concluding that students who have a high level of interpersonal intelligence have higher learning outcomes than students who have low interpersonal intelligence. Suardana et al. (2013: 7) concluded that there was a significant relationship between interpersonal intelligence and student learning outcomes. Ristyowati (2010: 10) concludes that interpersonal intelligence has a significant effect on improving student learning achievement.

Interactions Between Models Quantum Learning and Conventional Learning Models with Students Interpersonal Intelligence to Improve Student Learning Outcomes

Learning model *Quantumis* a learning model that can make students able to interact with the environment, students who can face challenging situations, making it easier for students to learn new information. This is because each time they are actively connected with new stimuli in the environment, students can build a new storehouse of

information within themselves. So that it can provide a lot of information which is then used to approach the next situation. Thus, there will be many opportunities to interact with the environment, with a variety of inputs that can be absorbed from the world.

D. Conclusion

Based on the results of research and discussion, several conclusions can be obtained as follows:

1. The learning outcomes of groups of students who are taught with the Quantum learning model are higher than groups of students who are taught with conventional learning models carried out on the theme of Events in Life in class V SD Negeri 200301 Padangsidempuan.
2. The learning outcomes of students who have high interpersonal intelligence are higher than students who have low interpersonal intelligence on the theme of Events in Life in class VSD Negeri 200301 Padangsidempuan.
3. There is an interaction between the Quantum learning model and interpersonal intelligence on student learning outcomes on the theme of life in class V SD Negeri 200301 Padangsidempuan.

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