



The Influence of Project Based Learning Model and Social Skills on The Learning Outcomes of PPKn Class V Students of SD Negeri 050604 Bekiun 2020/2021

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Abstract

This research is motivated by the purpose of education to obtain prepare individuals who have the ability and skills to be better. The purpose of this study were (1) To determine the results of learning PPKn students who study by using a model of project based learning in comparison with the results of learning PPKn students who study by using a model direct instruction. (2) To determine the results of learning PPKn students who have the social skills of high much higher compared with the results of learning students who have the social skills low in the project based learning model class. (3) To determine the results of learning PPKn students who have the social skills of high much higher compared with the results of learning students who have the social skills low in the direct instruction model class. (4) This is to determine the interaction between the project based learning model and social skills on the learning outcomes of PPKn students in class V SD Negeri 050604 Bekiun. This research uses a quantitative approach. Data analysis using Tuckey-test. The results showed that (1) The Results of learning PPKn students who are taught by the model of project based learning is higher than the result of learning PPKn which is taught by using a model direct instruction, (2) The results of learning PPKn students who have the social skills of

high much higher than the results learning PPKn students who have social skills low in the project based learning model class, (3) The results of learning PPKn students who have the social skills of high much higher than the results learning PPKn students who have social skills low in the direct instruction model class, (4) There is an interaction between the project based learning model and social skills on student PPKn learning outcomes.

Keywords: *Project Based Learning Model, Social Skills and Learning Outcomes.*

A. Introduction

At this time in school education should not only focus on the cognitive development of students. Because at this time the moral and social skills crisis that occurred in Indonesia has caused concern for the sustainability of human future development. Therefore, each individual does not only need knowledge but also social skills so that the material obtained can be beneficial for the process of interaction and social development.

After observing the PPKn learning process in class V SD Negeri 05064 Bekiun, Kuala District, the researchers found that the PPKn learning process that was carried out was still teacher-centered, the model used by the teacher tended to use the direct learning model (Direct Instruction), the teacher also did not involve students actively in learning activities and does not connect learning with daily events and involve students actively in learning activities.

Researchers suspect that the Project Based Learning model or project-based learning model can answer the problem of low student learning outcomes. Researchers chose a project based learning model because it was oriented towards student activity. According to Winarno (2013: 77), project-based learning emphasizes activities, designing, carrying out work and evaluating work results, this model also creates an

active student environment, teamwork and authentic and meaningful evaluation techniques.

The application of project based learning is expected to be able to solve student learning problems because students will be directly involved starting from planning, designing, scheduling, completion with facilities and teacher monitoring, compiling reports / products and evaluating processes and results. That way students know each learning process and feel meaningful learning for themselves so that it will create pride in students, besides that by carrying out project assignments together with groups, it will further train students' social skills.

B. RESEARCH METHODS

Location and Time of Research

This research was carried out in Class V SD Negeri 050604 Bekiun and Class V SD Negeri 050602 Kuala, Kuala District, Langkat Regency, Academic Year 2020/2021. Researchers chose the school because it was found that the problem was that students experienced learning difficulties in PPKn subjects and learning activities did not pay attention to students' social skills. This research was carried out in Class V SD Negeri 050604 Bekiun and Class V SD Negeri 050602 Kuala, Kuala District, Langkat Regency, Academic Year 2020/2021. Researchers chose the school because it was found that the problem was that students experienced learning difficulties in PPKn subjects and learning activities did not pay attention to students' social skills.

Population and Research Sample

The population in this study were students in grade V SD Negeri 050604 Bekiun, Kuala District, Langkat Regency and SD Negeri 050602 Kuala, Kuala District, Langkat Regency, which consisted of:

- a. Class V SD Negeri 050604 Bekiun consists of 25 students.
- b. Class V SD Negeri 050602 Kuala consists of 25 students.

The sampling technique in this study used total sampling, from this technique 2 classes were taken or a total population unit. The two groups (classes) of the sample were given different treatment, namely one class as experimental class 1 which was taught with the Project Based Learning learning model, namely class V SD Negeri 050604 Bekiun while the other class was a control class taught by direct instruction. namely class V SD Negeri 050602 Kuala. The determination of the experimental class 1 and the experimental class 2 was carried out randomly by means of the cluster random sampling technique, this technique was sampling with a selection that refers to groups not individuals.

Research Type and Design

This study used an experimental method with a quasi-experimental design (quasi-experimental). This research aims to determine whether there is an effect or result of an action or treatment given to the subject. Through this research design, it will be known the effect of the Project Based Learning model on learning outcomes of PPKn.

Project Based Learning learning model with direct learning model is treated to groups of students with different social skills. Project Based Learning learning model with direct learning model as the independent variable, social skills as the moderator variable and PPKn learning outcomes as the dependent variable.

The design used in this study is a design that uses pretest and posttest because this design is most effective in terms of showing a causal relationship. This study involved two classes, namely the experimental class 1 and the experimental class 2 which were given different treatments. In the experimental class 1 was given the treatment of the

Project Based Learning model, and in the experimental class 2 was given the treatment of direct instruction learning. The research design was a 2 x 2 factorial design with a two-way analysis technique (ANAVA) as in Table

Table 1. Two-way Anava Research Design Design

Social Skills (B)	Learning Model (A)	Project Based Learning(A1)	Direct instruction(A2)
High (B1)		$\mu A1B1$	$\mu A2B1$
Low (B2)		$\mu A1B2$	$\mu A2B2$

Information :

A1 = Learning Model *Project Based Learning*

A2 = Learning Model *Direct instruction*

B1 = High Social Skills

B2 = Low Social Skills

$\mu A1B1$ = The average PPKn student learning outcomes are taught using a project based learning model for groups of students who have high social skills.

$\mu A2B1$ = The average student learning outcomes taught by direct instruction learning model for groups of students who have high social skills.

$\mu A1B2$ = The Average student learning outcomes that are taught using a project based learning model for groups of students who have low social skills.

$\mu A2B2$ = The average student learning outcomes taught by direct instruction learning model for groups of students who have low social skills.

Research procedure

1) Research Preparation Stage

- The researcher made initial observations to the school that was determined to be a research school.
- Researchers determine the study population. The population in this study were fifth grade students of SD Negeri 050604 Bekiun and fifth grade students of SD Negeri 050602 Kuala. The research sample consisted of 2 classes, namely class V SD Negeri 050604 Bekiun as the experimental class 1 and class V SD Negeri 050602 Kuala as the experimental class 2.
- Researchers compiled research instruments, such as learning outcomes tests and student social skills questionnaires. Learning outcome tests were used for the pretest and posttest. Meanwhile, the questionnaire was used to find out whether the students' social skills were at the high and low levels. Before the test results of learning and student social skills questionnaires are used, they are validated first by the validator.
- Researchers compile lesson plans on themes 5. Ecosystem, Sub Themes 2. Relationship Between Living Beings, Matter of Unity and Unity.

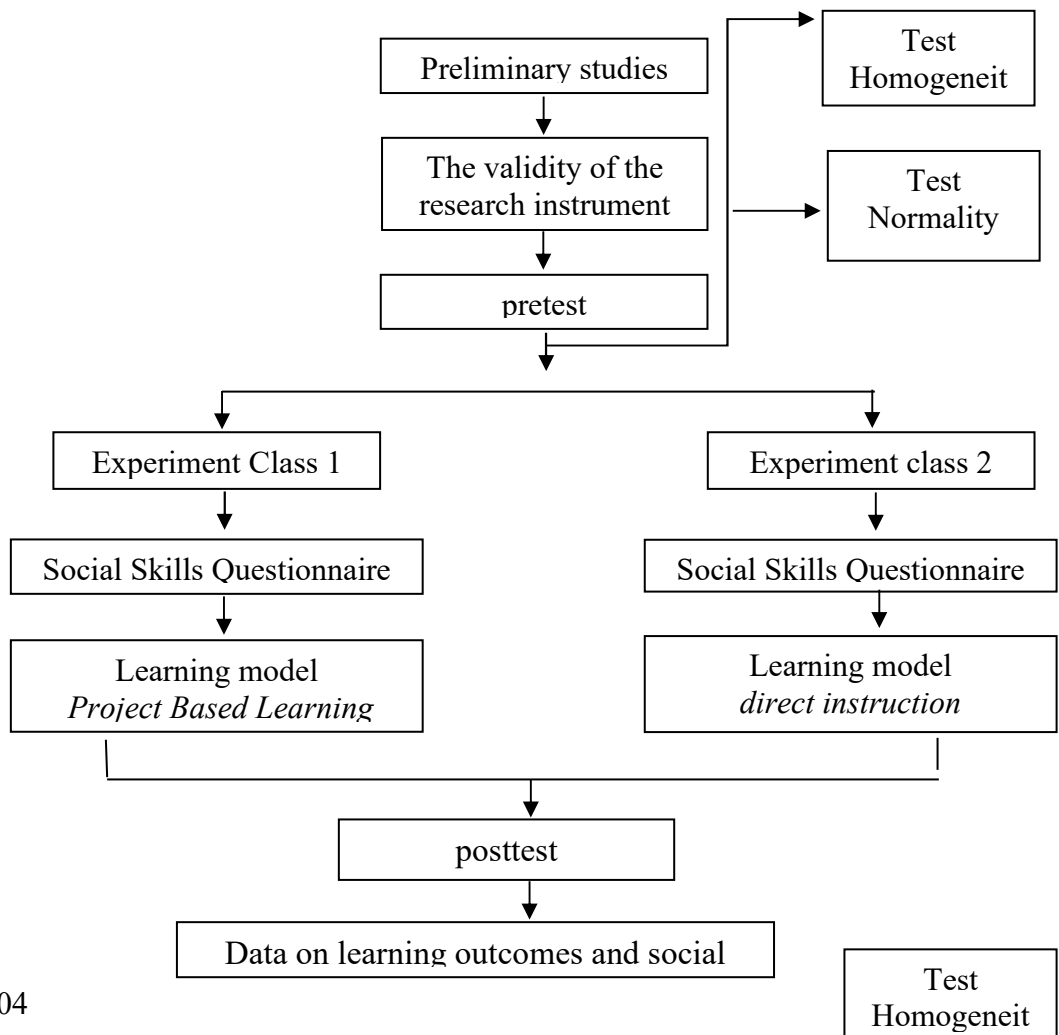
2) Research Implementation Stage

- Provide students with a validated learning outcome test and social skills questionnaire to students.
- Providing treatment during the learning process using the Project Based Learning learning model in the experimental class 1 and giving treatment using the learning model direct instruction in the experimental class 2.
- Provide post-test learning outcomes and social skills questionnaires in the experimental class and experimental class 2.

- Post-test data processing to test the hypothesis with two-way ANOVA, among others, by using the normality and homogeneity test.
- Draw conclusions and suggestions.

3) Final Stage of Research

The final stage of the research is the preparation of a research report. The specific flow of research implementation can be seen in Figure 1



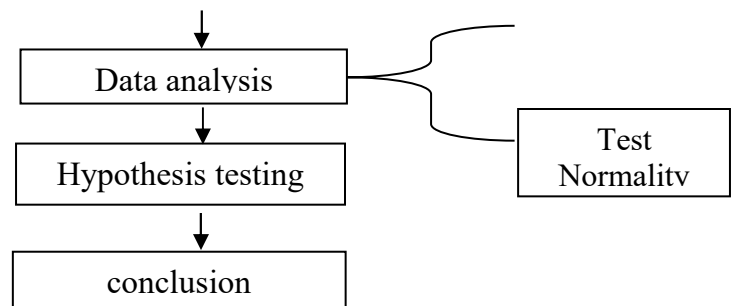


Figure 1. Flowchart of research implementation

Data collection techniques and instruments

Data collection techniques are very important in research, because the purpose of the study is to obtain data that can provide an overview of the research results. To obtain research data, instruments are needed. The instruments used in this study were a test of learning outcomes and a questionnaire for students' social skills .

C. RESULT AND DISCUSSION

1. RESULT

Student PPKn Learning Outcomes Data Taught Using Models Project Based Learning (A1)

Based on the data obtained from the PPKn learning outcomes of students who were taught using the Project Based Learning model, the frequency distribution data in the appendix can be described as follows: the arithmetic mean value ($\bar{X}$) is 76.03; Variance =116.96; Standard Deviation (SD) =10.81; Maximum value = 93; Minimum value = 53 with a range of values (Range) = 40.

The meaning of the above variant results is PPKn learning outcomes of students taught using the Project Based Learning model have

varying or different values from one student to another, because we can see that the variance value exceeds the highest value from the data above.

PPKn learning outcomes of students who were taught using the Project Based Learning model found that: the number of students who received very poor grades was not there, who had a less category of 6 people or as big as 24.00%, who have enough category scores as many as 6 people or equal to 24.00%, which has a good category score of 10 people or equal to 40.00%, which has a very good category score of 3 people or 12.00%. With mean =76.03 then the average PPKn learning outcomes of students who are taught using the Project Based Learning learning model are categorized as Good.

Student PPKn Learning Outcomes Data Taught Using Models Direct Instruction (A2)

Based on the data obtained from the PPKn learning outcomes posttest of students who are taught using the Direct Instruction model, the frequency distribution data in the appendix can be described as follows:64.68; Variance =155.79; Standard Deviation (SD) =12.48; Maximum value = 90; Minimum value = 40 with a range of values (Range) = 50.

The meaning of the variant results above PPKn learning outcomes of students who are taught using the Direct Instruction model have very diverse scores from one student to another, because the variance value exceeds the highest value from the data above.

PPKn learning outcomes of students taught using the Direct Instruction model. It is found that: the number of students who get very poor scores is one person or 4%, 12 people or as big as 48%, who have sufficient category scores as many as 6 people or 24%, who have good

category scores as many as 5 people or 20%, who have a very good category score is one person or 4%. With mean =65.68 then the average PPKn learning outcomes of students taught using the Direct Instruction learning model are categorized as Very Less.

PPKn Study Results Data Students with High Social Skills Being taught Use model *Project Based Learning* (A1B1)

Based on the data obtained from the results of the PPKn learning posttest students with high social skills were taught use model *Project Based Learning* in the appendix and the frequency distribution data can be described as follows: the calculated average value ($\bar{X}$) is equal to 84.27; Variance =38.22; Standard Deviation (SD) =6.18; maximum value =93; Minimum value = 73 with a range of values (Range) = 20.

The meaning of the above variance is the result learn PPKn students with high social skills being taught use model *Project Based Learning* have that value **diverse** or different from one student to another, because we can see that the variance value exceeds the highest value from the data above.

learn PPKn students with high social skills being taught use model *Project Based Learning* It was found that: the number of students who scored very poorly did not exist, those who had a poor category did not exist, one person had sufficient category scores or was 9.09%, who had good category scores as many as 7 people or 63.64%, who have very good category scores as many as 3 people or as much as 27.7%. With mean =84.27 then the average PPKn learning outcomes of students with high social skills who are taught using the Project Based Learning learning model are categorized as Very Less.

PPKn Study Results Data for Students with Low Social Skills Being taught Use *Project Based Learning* (A1B2)

Based on the data obtained from the posttest of the PPKn learning outcomes of students with low social capabilities being taught use *Project Based Learning* The data on the frequency distribution in the appendix can be described as follows: the calculated average value ($\bar{X}$) is equal to 67.79; Variance = 57.72; Standard Deviation (SD) = 7.60; Maximum value = 77; Minimum value = 53 with a range of values (Range) = 24.

The meaning of the above variant results is learn PPKn students with low social skills being taught use *Project Based Learning* have that value **diverse** or different from one student to another, because we can see that the variance value exceeds the highest value from the data above.

learn PPKn students with low social skills being taught use *Project Based Learning* It was found that: the number of students who got very poor grades was not there, 6 people in the poor category or 42.86%, 5 people or as big as 35.71%, which has a good category score of 3 people or 21.43%, which has a very good category score does not exist. With mean = 67.79 then the average PPKn learning outcomes of students with low social skills who are taught using the Project Based Learning learning model are categorized as Enough.

PPKn Study Results Data Students with High Social Skills Taught Using Models *Direct Instruction* (A2B1)

Based on the data obtained from the PPKn learning outcomes posttest students with high social skills are taught using the Direct Instruction model and frequency distribution data in the attachment can be described as follows: the calculated average value ($\bar{X}$) of 73.36; Variance = 94.25; Standard Deviation (SD) = 9.71; Maximum value = 90; Minimum value = 60 with a range of values (Range) = 30.

Meaning of the results The variances above are the resultslearn PPKn students with high social skills who are taught using a model *Direct Instruction* have that value **very diverse** between one student to another.

PPKn learning outcomes of students with high social skills who are taught using the Direct Instruction model show that: the number of students who get very poor grades does not exist, who have less categories as many as 3 people or the same 21.43%, which has enough category scores 5 person or as big 35.71%, which has a good category score, namely 5 people or 35.71%, who have a very good category score is 1 person or 7.14%. With mean =73.36 then the average PPKn learning outcomes of students with high social skills who are taught using the Direct Instruction learning model are categorized as Enough.

PPKn Study Results Data for Students with Low Social Skills Being taught Use model *Direct Instruction* (A2B2)

Based on the data obtained from the PPKn learning outcomes posttest students with low social skills were taughtuse model *Direct Instruction* and the frequency distribution data in the appendix can be described as follows: the calculated average value ($\bar{X}$) is equal to56.00; Variance =65.90; Standard Deviation (SD) = 8.11; Maximum value = 70; Minimum value = 40 with a range of values (Range) = 30.

The meaning of the above variance is the result learn PPKn students with low social skills being taughtuse model *Direct Instruction* have that value **very diverse** or different from one student to another, because we can see that the variance value exceeds the highest value from the data above.

PPKn learning outcomes of students with low social skills who are taught using the Direct Instruction model are found that: the number of students who get very poor grades is 1 person or 9.09%, who have less

categories as many as 9 people or equal to 81.82%, which has a sufficient category value is 1 person or as much as 9.09%, which has no good category value, which has a very good category score, namely none or as much as 0%. With mean =56.00 then the average PPKn learning outcomes of students with low social skills who are taught using the Direct Instruction learning model are categorized as Less.

PPKn Study Results Data for Students with High Social Skills (B1)

Based on the data obtained from the results of the PPKn learning post test for students with high social skills, the frequency distribution data in the appendix can be described as follows: the average value (X) is equal to 78.16; Variance =97.56; Standard Deviation (SD) =9.88; Maximum value = 93; Minimum value = 60 with a range of values (Range) = 33.

The meaning of the above variant results is learning PPKn students with high social skills have very diverse or different values from one student to another, because we can see that the variance value exceeds the highest value from the data above.

PPKn learning outcomes of high-skilled students show that: the number of students who get very poor grades does not exist, 3 people or 12% have a poor category, 6 people or 24% have a good category score. 12 people or 48%, who have a very good category score there are 4 people or 16%. With mean =78.16 then the average PPKn learning outcomes of students with high social skills are categorized as Good.

PPKn Study Result Data for Students with Low Social Skills (B2)

Based on the data obtained from the results of the PPKn learning post test for students with low social skills, the frequency distribution data in the appendix can be described as follows: the arithmetic mean value (X) is equal to 61.89; Variance =106.84; Standard Deviation (SD)

=10.34; Maximum value = 77; Minimum value = 40 with a range of values (Range) = 37.

The meaning of the above variance is the result Learning PPKn students with low social skills have very diverse or different scores from one student to another, because we can see that the variance value exceeds the highest value from the data above.

Learning outcomes of PPKn students with low social skills, it was found that: the number of students who got very poor grades was one person or 4%, 15 people or 60% who had a sufficient category score, or 24%, 3 people or 12% have a good category score, there is no one who has a very good category score. With mean =61.89 then the average PPKn learning outcomes of students with low social skills are categorized as Less.

Description of Research Results

After the pretest and posttest data are collected, the next step is the analysis stage. The initial analysis carried out was a comparison of learning outcomes both at the pretest and posttest in the experimental class I and II.

In summary, the research results of the PPKn learning outcomes of high and low-skill students taught by Project Based Learning and Direct Instruction can be described as shown in the table.

Table 2. Results of Differences in Project Based Learning and Direct Instruction Models on Social Skills

Sources of Statistics	A1(Project Based Learning)	A2 (Direct Instruction)	amount
B1 (KST)	n = 11	n = 14	n = 25
	$\sum X = 927$	$\sum X = 1027$	$\sum X = 1954$
	$\sum X^2 = 78503$	$\sum X^2 = 76563$	$\sum X^2 = 155066$

	Sd = 6.18	Sd = 9.71	Sd = 9.88
	Var = 38.22	Var = 94.25	Var = 97.56
	Mean = 84.27	Mean = 73.36	Mean = 78.16
B2 (KSR)	n = 14	n = 11	n = 25
	$\sum X = 949$	$\sum X = 616$	$\sum X = 1565$
	$\sum X^2 = 65079$	$\sum X^2 = 35154$	$\sum X^2 = 100233$
	Sd = 7.60	Sd = 8,11	Sd = 10.34
	Var = 57.72	Var = 65.80	Var = 106.84
	Mean = 67.79	Mean = 56.00	Mean = 61.89
amount	n = 25	n = 25	n = 50
	$\sum X = 1876$	$\sum X = 1643$	$\sum X = 3519$
	$\sum X^2 = 143582$	$\sum X^2 = 111717$	$\sum X^2 = 255299$
	Sd = 10.81	Sd = 12.48	Sd = 14.39
	Var = 116.96	Var = 155.79	Var = 206.99
	Mean = 76.03	Mean = 64.68	Mean = 70.35

Information:

A_1 : students who are taught using the Project Based Learning model

A_2 : students taught by model *Direct Instruction*

B_1 : learn PPKn students with high social skills

B_2 : learn PPKn students with low social skills

2. DISCUSSION

This section describes the description and interpretation of the research data. Descriptions and interpretations are carried out on the learning outcomes of students with high and low social skills who are taught using Project Based Learning and Direct Instruction learning models.

The findings of the first hypothesis conclude that: there is an effect of the PPKn learning outcomes of students who are taught using the Project Based Learning learning model better than students who are taught with the Direct Instruction learning model in the Unity and Unity PPKn lesson. This is in accordance with what Mulya (2017: 145) stated that the purpose of Project Based Learning is to guide students in a collaborative project that integrates various curriculum subjects (materials), providing opportunities for students to explore content (material) using various methods meaningful to himself, and conducting collaborative experiments. Therefore, to achieve their personal goals, group members must help their teammates to do whatever it takes to make their group successful. and perhaps more importantly, encouraging members of one group to do their best. In other words, group rewards based on group performance (or the sum of individual performances) create an interpersonal reward structure in which group members will provide or block social triggers (such as praise and encouragement) in response to efforts related to group assignments. .

Thus, between one student and another student in the group can provide the answer in their own way. Without realizing it, students have been doing critical thinking activities, because each student will try to answer questions in a different way from his friends, besides that they also pay attention to the quality of the answers given.

This first hypothesis is also in line with what was proposed by Piaget and Vigotsky. Piaget explained that the interaction between students and their peer groups is very important. Because the cognitive development of students will occur in interactions between students and their peer groups rather than with people who are more mature. Likewise,

Vigotsky stated in Saiful Bahri (2010: 276), that skills in mental functioning develop through direct social interaction.

In the teaching and learning process, it is hoped that there will be many directions of communication that allow the expected activities or critical thinking power to occur. Critical as an actualization dimension of scientific thinking, it greatly contributes to efforts to identify, understand, develop innovative, dynamic, and responsible individuals. This can be seen in the Project Based Learning learning model that students are required to provide opportunities for student-centered, more collaborative learning, students are actively involved in completing projects both individually and in groups to build knowledge and produce real products.

This means that project learning can make it easier for students to solve a problem by way of discussion. Through peer-to-peer relationships, children get the opportunity to learn social skills that are important for life, especially the skills needed to initiate and maintain social relationships. In addition, social skills can also prevent social conflicts, because social skills include communication, coordination and compromise skills.

Cooperative learning itself is learning developed based on constructivism theory, one of which is the Project Based Learning learning model. Students work in groups and exchange answers, discuss inequalities, and they can discuss approaches to solving a problem or ask each other questions about the content of lesson materials.

In the Project Based Learning model, students will discuss the problems given with the aim of the group being the winner. This is due to the stimulus provided by the teacher, namely the award / prize that will be given to groups that excel and win. This is in line with the theory of

motivation. From a motivational perspective, cooperative goal structures create a situation where the only way group members can achieve their personal goals is if their group can be successful. Therefore, in order to achieve their personal goals, group members must help their teammates to do whatever it takes to make their group successful, and perhaps more importantly, encourage the members of one group to do their best. Therefore, students will try to solve the problems given, either individually or in groups. This is because, in addition to group learning, students will be given quizzes individually, and individual student social skills are very influential in giving points to the group.

As previously described, the main activity in the learning model Project Based Learning is learning in groups, so all the problems that will be solved and solved are discussed in a discussion to find a solution before each student takes the quiz individually. Thus, it is clear that with the Project Based Learning model, students will maintain their social skills in order to get maximum learning outcomes. In addition, the discussion that was carried out by students' social skills in solving problems was pushed out. Thus, student learning outcomes in children with high social skills who are taught using the Project Based Learning learning model are maximized and get maximum results as well.

The findings of the third hypothesis conclude that: there is an influence on the learning outcomes of PPKn students with high social skills who are taught using the Direct Instruction learning model better than students with low social skills who are taught using the Direct Instruction learning model on the material of Unity and Unity as described by Wulan Dwi Aryani (2015).) thatthat social skills are the ability to interact with other people or a group that tries to build mutual commitment so that it can support the success of social relationships. That is, knowledge comes

from within the individual. This explains that even though a problem can be solved by way of discussion, it all comes back to the individual students. Even though there is encouragement from friends to be able to master the material by interacting with each other and exchanging ideas, if the individual students are less in their cognitive level, then a problem or problem will be difficult to solve and solve.

In the learning process students stand apart and interact with the social environment. Understanding or knowledge is the creation of the meaning of new knowledge starting from its interaction with the social environment. Children's social skills also affect children's learning outcomes. If the child does not open up (introvert) there will be no interaction and low social skills.

The findings of the fourth hypothesis conclude that: There is an interaction between the learning used on the learning outcomes of students with high and low social skills. As previously discussed in the background of the problem, the model used in the teaching and learning process has an effect in determining student learning outcomes.

With the varied learning given to students, students' social skills can be formed and pushed out. Besides the activities and creativity that are expected in a learning process that requires balanced interaction, the intended interaction is the interaction or communication between students and students and between students and teachers. In the learning process, it is hoped that there will be many directions of communication that allow the expected activities to occur. This of course depends on the learning model used, because the model used will help display the intended learning outcomes. In addition, the learning model determines whether students can interact with students only or between students and teachers.

In this case the selection of a learning model Project Based Learning can help students to communicate in many directions, with the Project Based Learning learning model students will interact in groups, possibly discussing with their colleagues if the problems given are not solved. Thus this proves that the learning given to students interacts with peers. Based on the findings that have been described above, the findings in this study illustrate that the learning outcomes of students with high and low social skills can be developed using the Project Based Learning learning model where in this learning it is in accordance with constructivism learning theory which emphasizes interaction between peers. The ideas of Piaget and Vigotsky are both According to the views of Piaget and Vigotsky in Rusman (2012: 202) there is a social nature of a learning process and also about the use of study groups with the abilities of various members, so that conceptual changes occur. Where in the Project Based Learning learning model students will discuss and practice to solve the problems given. In addition, it was concluded that with the motivation given by peers, students would be more motivated and motivated to do something in a better direction. For example, when discussing students will be encouraged to submit answers to their group members. Thus, no student becomes passive because all want to give their opinion by submitting different answers with various solutions. This matter, shows that students are already thinking critically because they are trying to find a different solution from their other friends. This has also shown that students have exerted their social skills.

In this regard, as a prospective teacher and a teacher, it is appropriate to choose and use a learning model in the teaching and learning process in schools. This is because students are not passive and don't experience burnout. In addition, the selection of the right learning

model is the key to the success or failure of a learning that is carried out as in this study on the Unity and Unity material, it turns out that to develop PPKn learning outcomes students with high and low social skills are better taught with the Project Based Learning learning model than direct instruction learning.

D. CONCLUSION

Based on the research results that have been obtained, as well as the problems that have been formulated, the authors make the following conclusions:

1. There is an influence of the users of the Project Based Learning learning model and the Direct Instruction learning model on the learning outcomes of grade V SD Negeri 050604 Bekiun and class V SD Negeri 050602 Kuala. Where the PPKn learning outcomes of students taught using the Project Based Learning model with an average value of 75.04 higher than students taught using the Direct Instruction learning model with an average value of 65.72.
2. There is an influence on the learning outcomes of students with high and low social skills who are taught using the Project Based Learning model. Where the PPKn learning outcomes of students with high social skills who were taught using the Project Based Learning model were better with an average value of 84.27 than the PPKn learning outcomes of students with low social skills who were taught using the Project Based Learning learning model with an average of 67.79.
3. There is an influence on the learning outcomes of students with high and low social skills who are taught using the Direct Instruction learning model. Where the learning outcomes of PPKn students with high social skills who were taught using the Project Based Learning

model were better with an average value of 73.36 than the learning outcomes of PPKn students with low social skills taught using the Direct Instruction learning model with an average of 56.00.

4. There is a significant interaction between the learning model used on the learning outcomes of students who have social skills in class V SD Negeri 060504 Bekiun. Where there is an interaction with $F_{count} (7.68) > F_{table} (4.60)$.

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