



**THE INFLUENCE OF PROBLEM BASED
LEARNING MODEL AND SOCIAL SKILLS ON
LEARNING OUTCOMES OF PKN STUDENTS CLASS
IV STATE ELEMENTARY SCHOOL 0308 AEK
BARGOT**

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Abstract

This study aims to analyze: (1) the effect of the Problem Based Learning model is higher than the Direct learning model; (2) Civics learning outcomes of students who have high social skills are higher than students who have low social skills (3) the interaction between Problem Based Learning learning models and social skills in influencing Civics learning outcomes of fourth grade students. The research is in the form of a Quasi Experimental Design with a 2x2 factorial. The instruments used are Civics learning outcomes tests and Social Skills instruments. Data analysis using two-way anova. The results of the research show: (1) There is an effect of the Problem Based Learning learning model on the Civics learning outcomes of students in grade IV SD Negeri 0308 Aek Bargot; (2) Civics learning outcomes of students who have high social skills are higher than students who have low social skills; (3) There is an interaction between the Problem Based Learning model and social skills on student learning outcomes of Civics at SD Negeri 0308 Aek Bargot.

Keywords: *learning outcomes, social skills, learning models contextual teacher and learning*

A. Introduction

Learning is a process of changing behavior as a result of experience. Learning is also interpreted as gaining motivation in knowledge, skills, habits, and behavior. Learning is influenced by various factors that can support these behavioral changes. These factors are generally divided into two groups, namely internal and external factors. Internal factors come from within students, affecting their learning abilities, such as intelligence, talent, sensory-motor abilities, and thinking schemes. External factors come from outside of students that affect learning outcomes, namely family, school, and community. Wasliman (2007:159) suggests that school is one factor that determines student learning outcomes.

In addition to acquiring knowledge, learning is also interpreted as a process to acquire skills, one of which is social skills. Social Skills are an individual's ability to communicate effectively with others verbally and nonverbally. Social skills are a form of behavior, actions, and attitudes displayed by students when interacting with other people, also supported by accuracy and speed to provide comfort for others around them.

Gimpel and Merrell (1998:101) identify social skills with several characteristics, including: (1) Interpersonal behavior, namely behavior involving skills used during social interactions called friendship skills; (2) Behavior related to oneself, namely the characteristics of a person who can regulate himself in social situations, such as: skills to deal with stress, understand other people's feelings, control anger and so on; (3) Behaviors related to academic success, namely those related to things that support learning achievement at school, such as listening to teachers, doing school work well and following the rules that apply at school; (4) Peer acceptance, that is, it is based that individuals who have low social skills or

tend to be rejected by their friends, because they cannot get along well; and (5) Communication skills, namely these skills are indispensable for establishing good social relationships, in the form of providing feedback and attention to the interlocutor and being a responsive listener.

At the elementary school level, Citizenship Education (PKn) is one of the compulsory subjects taught in elementary schools. Civics play an essential role in shaping students' attitudes, both attitudes to action, attitudes to assessing, and attitudes to acting for themselves and others. Civics is a subject that focuses on the formation of a diverse self in terms of religion, sociocultural, language, age, and ethnicity to become intelligent, skilled, and characterized citizens. The current Civics learning paradigm expects students to apply Civics learning materials in family life, the environment, and the country. Thus, there will be a change in the nation's next-generation for the better through Civics learning outcomes.

In PPKn learning in grade IV SD, especially the Pancasila material. Students need to understand what Pancasila means, identify the meaning and symbols of Pancasila, connect the meaning of Pancasila symbols in life. The use of good learning methods can help students understand all of these things correctly and adequately.

However, the ideal conditions expected from the Civics learning objectives as stated above have not been maximally achieved. This can be seen from the results of Civics learning at SD Negeri 0308 Aek Bargot, which is still in the low category. This is evident in the results of the second-semester Civics exam scores for fourth-grade students in September 2020 at State Elementary School 0308 Aek Bargot Academic Year 2020/2021, that is :

Table 1. Average Grade-IV Students of SD Negeri 0308 Aek Bargot

No	School year	Semester	KKM	Lowest Value	The highest score	Average
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1	2017/2018	Odd	71	47	88	68
		Even	71	56	85	66
2	2018/2019	Odd	71	38	92	70
		Even	71	36	83	70
3	2019/2020	Odd	71	40	90	65

Source: Data on Grade IV Students of SD Negeri 03008 Aek Bargot

Based on the table, it is found that the average value of students in Civics subjects from the KKM score in the previous semester has not reached the KKM. This is shown from the annual score that has not reached the KKM standard that the school has set. In addition, based on the results of interviews with several teachers in SD Negeri 0308 Aek Bargot it can be seen that the average teacher still applies conventional models such as lectures and questions and answers in which the learning process is only teacher-centered and does not involve students to participate in learning actively.

The Problem Based Learning Model is a learning model that uses problems in the real world as material in learning and requires students to think critically to solve these problems. In this PBL model, students are divided into several groups and given problems. Here students are led to solving the problem according to their thinking assisted by several theories and experiences. In learning activities, there is a process of interaction between each student. So that the use of the PBL model is not only expected to improve Civics learning outcomes but is also expected to improve students' social skills. Social skills are also an important part of everyday life; without having social skills, students cannot interact with other people and their environment.

Based on the results of interviews I did with the fourth-grade teacher at SD Negeri Aek Bargot, it was obtained information that the social skills of students at SD Negeri 0308 Aek Bargot were still low; this could be seen as an indication of students who contradicted interpersonal [916]

behavior, namely students were still not directly involved in the experience process. Students are less organized in groups and involved in conflict to interact with their friends. Students are less encouraged to develop social skills, such as behaviors related to understanding other people or respecting other people's feelings and responsible behavior and controlling emotions. Moreover, some things that have not been seen in students, such as academic success, can work independently / in groups. Peer acceptance where students can establish cooperative relationships with fellow students. They are communicating in class, for example, by giving and expressing opinions or criticism in solving a problem in class correctly and adequately. Therefore, it is hoped that through the phases in the PBL model, learning activities can improve students' social skills.

B. Method

In carrying out the research, the author took the SD Negeri 0308 Aek Bargot. This research will be carried out in the even semester of the 2020/2021 academic year, from March to April 2021. The author chose the research location at the school because 1) the school has been accredited B, and the school facilities are good enough to support research, and 2) There has never been a study with the same title in that school.

A population is a large group that is the target of generalization or expanded as all members of a group of people, events, or objects that have been formulated. Therefore, the population in this study were all fourth-grade students of SD Negeri 0308 Aek Bargot, as many as 54 students spread over 2 classes, namely IV-A and IV-B.

The sample in this study was taken as a whole population of 54 students consisting of 27 students in class IV-A and 27 students in class IV-

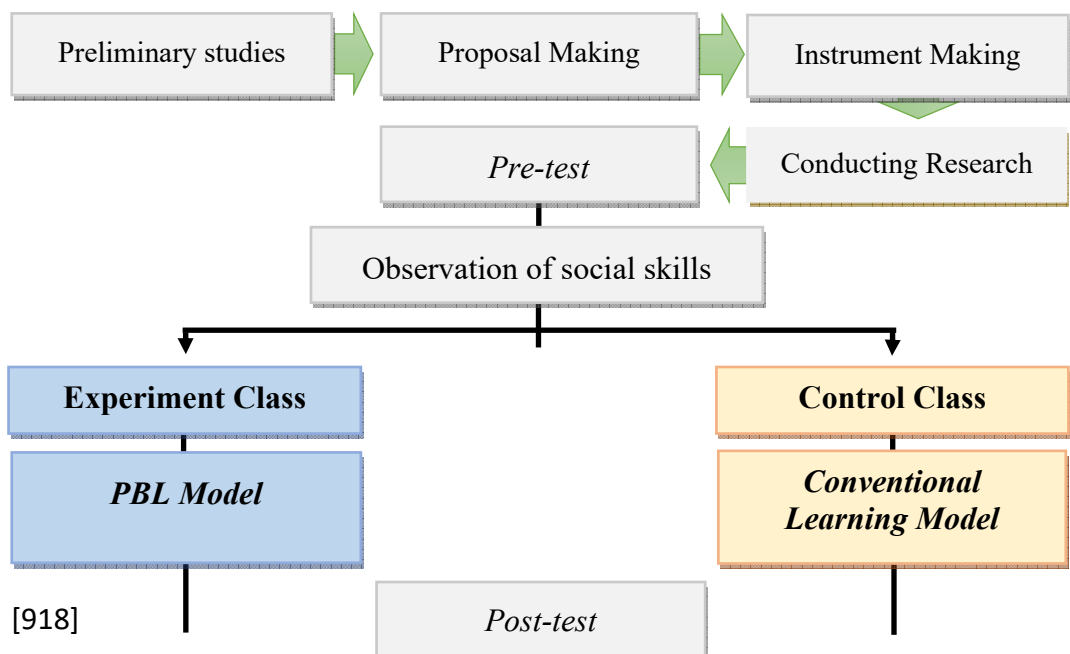
B. In this case, the experimental class is class IV-A by applying a problem-based learning model, while class IV-B as a control class is taught using a conventional learning model.

Research design

This research is an experimental study with a 2x2 factorial design. The dependent variable in this study is the learning outcomes of fourth-grade Civics students. The learning outcomes were obtained through the test instrument, which consisted of 15 multiple-choice questions. In comparison, the independent variable in this study is the learning model, which will be distinguished into problem-based learning and conventional learning models. The moderator variable in this study was the students' social skills which were differentiated into high social skills and low social skills.

Research procedure

The author, in carrying out this research, will take the following steps:



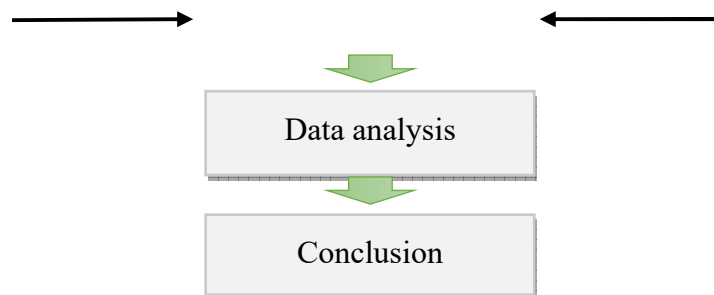


Figure 1. Research Procedure

Data analysis technique

Testing the truth of a study requires the proper data analysis techniques. The data analysis technique used in this research is the inferential statistical technique. Hypothesis testing in this study was carried out using a two-way analysis of variance (ANOVA) or Two Way Anova with a significant level of 0.05. Before the two-way ANOVA test was carried out, the analysis requirements test was first carried out, namely the normality test, the homogeneity test of the statistical hypothesis test data.

C. Finding and Discussion

1. Result

The data in this study were obtained from the results of the distribution of instruments in the form of student learning outcomes tests and social skills questionnaire instrument sheets. The instrument was given to students in grades IV-A and IV-B at SDN 0308 Aek Borgot. Class IV-A applies the Direct learning model, and Class IV-B applies Problem Based Learning (PBL) learning model. The study results regarding student learning outcomes and student social skills were analyzed using SPSS 22.0 software for windows.

Measurement of student learning outcomes using pretest and posttest with the same questions but different periods for the distribution of tests. Measurement of students' social skills using a questionnaire sheet instrument. Pretest, posttest, and questionnaire were given to each student in two experimental classes, namely class IV-A with 27 students and class IV-B with a total of 27 students.

Description of Student Civics Learning Outcomes Pretest

Table 2. Description of Student Learning Outcomes Pretest

	N	Minimum	Maximum	mean	Std. Deviation	Variance
Pretest Control	27	40	65	51.11	7,974	63.591
Pretest Experiment	27	40	65	54.07	7,843	61.508
Valid N (listwise)	27					

Based on table 2 it can be concluded that the control class and the experimental class have relatively the same value, but to determine the equality of scores, normality and homogeneity tests are carried out.

Normality Test Pretest Student Learning Outcomes

Table 3. Pretest Normality Test of Student Civics Learning Outcomes

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
CONTROL	.133	27	.200*	.929	27	.059
EXPERIMENT	.128	27	.200*	.933	27	.073

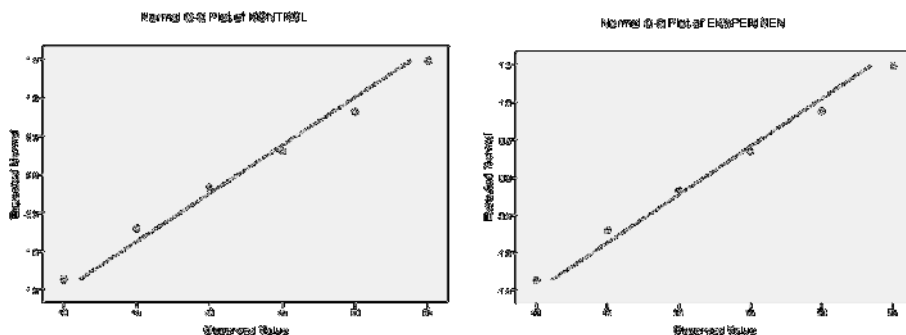


Figure 2. Normality of Student Civics Learning Outcomes

Table 3 shows that the pretest data for control class students' learning outcomes have a sig value. ($= 0.059$) is greater than the value of ($= 0.05$), and the experimental class students have a sig. ($= 0.073$) is greater than the value of ($= 0.05$) so that H_0 is accepted. Figure 4.2 shows that the mean of the data value points is located close together on a straight line or normal line. Based on table 3 and figure 2, it can be concluded that the control class and the experimental class come from a normally distributed population.

Homogeneity Test Pretest Student Civics Learning Outcomes

Table 4. Test Pretest Homogeneity of Student Civics Learning Outcomes

LEARNING OUTCOMES			
Levene Statistics	df1	df2	Sig.
.031	1	54	.861

Table 4 shows that the two PPKN student learning outcomes data have a sig value. ($= 0.861$) is greater than the value of ($= 0.05$) so that H_0 is accepted. Based on this, it can be concluded that the two samples have homogeneous variance.

Difference Test Pretest Student Civics Learning Results

Table 5. Test of Differences in Students' PPKn Pretest Learning Outcomes

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.031	.861	.084	54	.933	.179	2.114	-4.059	4.416
	Equal variances not assumed			.084	53,985	.933	.179	2.114	-4.059	4.416

Table 5 shows that the two pretest data for PPKn student learning outcomes have a count value ($=0.084$) which is smaller than the t-table value ($=1.671$) and sig.2-tailed ($=0.933$) greater than ($=0.05$) so that H_0 is accepted. Based on this, it can be concluded that "both classes have the same average PPKn learning outcomes pretest."

Description of Student Learning Outcomes Posttest

Table 6. Description of PPKn Learning Outcomes Posttest

	N	Minimum	Maximum	mean	Std. Deviation	Variance
PostesControl	27	50	75	57.04	7,974	63.591

PostesExperiment	27	75	100	64.81	7,843	61.508
Valid N (listwise)	27					

Based on table 6 it can be concluded that the Control class and the Experiment class have relatively different scores, but normality and homogeneity tests are carried out to determine the equality of scores.

Posttest Normality Test Student Learning Outcomes

Table 7. Posttest Normality Test Student Learning Outcomes

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
CONTROL	.133	27	.200*	.929	27	.059
EXPERIMENT	.128	27	.200*	.933	27	.073

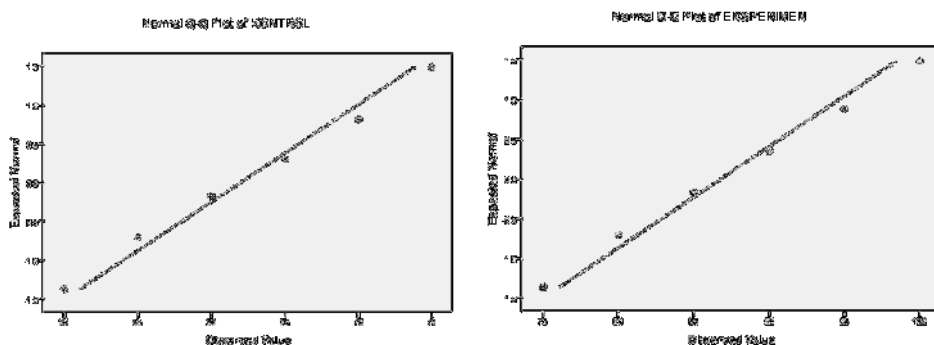


Figure 4. Posttest Normality of Student Learning Outcomes

Table 7 shows that the posttest data on student learning outcomes in the Control class has a sig value. (= 0.059) is greater than the value of (= 0.05), and the experimental class students have a sig. (=0.073) is greater than the value of (=0.05) so that H_0 is accepted. Figure 4.6 shows that the mean of data value points is located close together on a straight or normal line. Based on table 4.6 and figure 4.4, it can be concluded that the control class and the experimental class come from a normally distributed population.

Homogeneity Test Student Learning Results Posttest

Table 8. Test Posttest Homogeneity of Student Learning Outcomes

POSTES			
Levene Statistics	df1	df2	Sig.
.031	1	54	.861

Table 8 shows that the two Civics learning outcomes data have sig values. (= 0.861) is greater than the value of (= 0.05) so that H0 is accepted. Based on this, it can be concluded that the two samples have homogeneous variance.

Description of Social Skills Questionnaire Data

Table 9. Social Skills Questionnaire Data

	N	Minimum	Maximum	mean	Std. Deviation	Variance
Experiment (CTL)	27	64	85	66.32	4.264	19,043
Control(direct)	27	53	70	57.06	3,647	14,180
Valid N (listwise)	27					

Table 9 shows that the average score of the student social skills questionnaire in the Control Class is 57.06 and in the Experiment class is 66.32. The figure shows that the Control Class and Experiment Class points are not close to each other. Based on table 9, it can be concluded that the Control class and the Experiment class have relatively different values, but to determine the equality of scores, normality and homogeneity tests are carried out.

Social Skills Questionnaire Data Normality Test

Table 10. Questionnaire Normality Test *Social Skills*

Group		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Questionnaire	Experiment Class	.132	27	.195	.938	27	.082
	Control Class	.134	27	.181	.971	27	.554

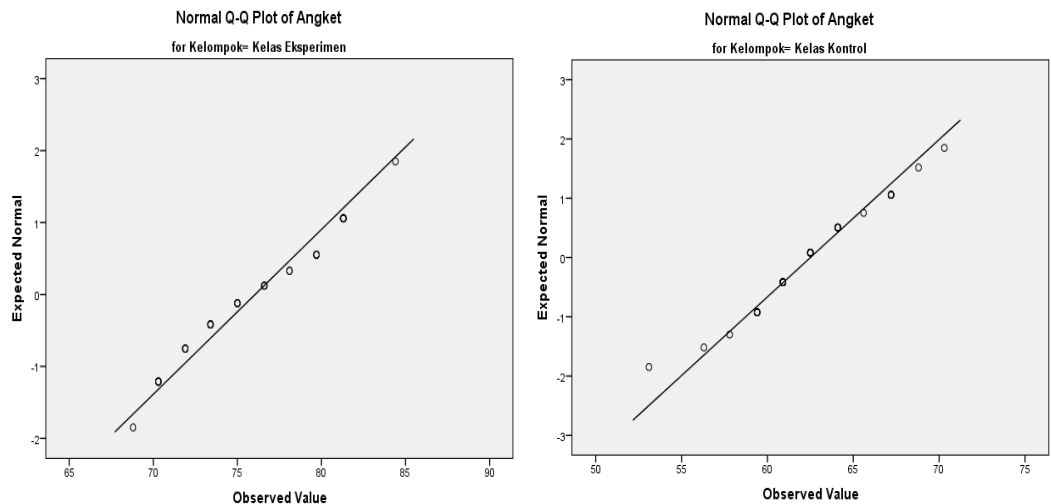


Figure 5. Normality of Social Skills Questionnaire

Table 10 shows that the questionnaire data *social Skills* students in the Experiment class have a value of sig. (=0.195) The control class has a sig value greater than value (= 0.05). (= 0.181) greater than value (= 0.05). so it is accepted and rejected. Figure 4.6 shows the average of the data value points located close together on a straight or normal line. Based on table 10 and Figure 5 it can be concluded that the experimental class and control class came from a normally distributed population. Therefore, the statistical test requirements of the data met are the sample data with a normal distribution.

Homogeneity Test of Social Skills Questionnaire Data

Table 11. Test of Questionnaire Homogeneity *Social Skills*

Levene Statistics	df1	df2	Sig.
2,586	1	58	.113

Table 11 shows that the student's Social Skills questionnaire data has a sig value (=0.113) greater than (=0.05), so it is accepted. Based on

this, it can be concluded that the two samples have homogeneous variance. Therefore, the data statistical test requirements have been met; namely, the sample has a homogeneous variance; with the fulfillment of these prerequisite tests, it can be continued with statistical hypothesis testing H_0 .

Statistical Hypothesis Test

Based on the results of the test requirements that have been carried out, it is stated that the average student learning outcomes and Social Skills are customarily distributed and come from homogeneous classes. Therefore, it can be continued to test the statistical hypothesis with two-way ANOVA for the first, second, and third hypotheses. The first and third statistical hypotheses relate to student learning outcomes, the second and third hypotheses relate to students' Social Skills.

First Hypothesis Test

Table 12. First Hypothesis Test

F_{hitung}	F_{tabel}	Sig.	α
2,068	4.03	0.00.	0.05

Based on the SPSS output, it is obtained that $F_{hitung}(=2.068) > (=4.03)$ and $\text{sig.}(=0.00) < (=0.05), F_{tabel}$. The analysis of variance results are in Table 4.11. the significance value of the learning model is 0.00. Because of the value of $\text{sig. } 0.00 < 0.05$, so the results of hypothesis testing reject H_0 or accept H_a in the 5% alpha level, meaning that the Civics learning outcomes of students taught with the Contextual Teacher and Learning learning model are higher with the direct learning model.

Second Hypothesis Test

Table 13. Second Hypothesis Test

F_{hitung}	F_{tabel}	Sig.	α
68,500	4.03	0.00	0.05

Based on the SPSS output, it is obtained that $F_{hitung}(=68,500) > (=4,03)$ and sig. $(=0.00) < (=0.05)$, F_{tabel} . The analysis results are in Table 4.12. the significance value of social skills is 0.00. Because of the value of sig. $0.00 < 0.05$, so the results of hypothesis testing reject H_0 or accept H_a in the 5% alpha level, meaning that the Civics learning outcomes of students who have high social skills are higher than students who have low social skills.

Third Hypothesis Test

Table 14. Third Hypothesis Test

F_{hitung}	F_{tabel}	Sig.	α
27,875	4.03	0.00	0.05

Based on the *output*, SPSS obtained that $F_{hitung}(=27,875) > (=4.03)$ and sig. $(=0.00) < (=0.05)$, F_{tabel} . The analysis results are in Table 4.13. the significance value of social skills is 0.00. Because of the value of sig. $0.00 < 0.05$, so the results of hypothesis testing reject H_0 or accept H_a in the 5% alpha level, meaning that there is an interaction between learning models and social skills in influencing Civics learning outcomes.

2. Discussion

Based on the study results, the average student learning outcomes who were taught using the Direct model were 57.04. in comparison, those taught with the Problem-based Learning model are 64.81. The results showed that the learning outcomes of students who were taught with the

Problem Based Learning model were higher than those of the Direct learning model. The results of the t-test calculation on learning outcomes are obtained count score ($=68,500$) is more significant than t_{table} value ($=4,03$), and t_{count} is positive, so H_0 is rejected. Based on this, it can be concluded that h Civics learning outcomes of students who were taught using the PBL model were higher than students who were taught using the direct learning model.

Problem Based Learning

In this study, two learning models are compared: the Direct learning model and the direct learning model, *Problem-Based Learning*. Santoso (2017:23) says that contextual learning becomes more meaningful and accurate. This means that students are required to capture the relationship between learning experiences at school and real life. This is very important because by being able to correlate the material found with real life, not only for students the material will function functionally, but the material learned will be firmly embedded in the memory of students, so it will not be easily forgotten. In line with that, Sanjaya (2006: 255) said that Problem Based Learning (PBL) is a learning model that emphasizes the whole process of student involvement to be able to find the material being studied and relate it to real-life situations so that it can motivate students to be able to apply it in their lives. PBL can help students connect the content of academic subjects with the context of everyday life to find meaning. In line with that, Suprijono (2009: 79) says that Problem Based Learning (PBL) is a concept that links the material taught with real-world life and encourages students to make connections between the knowledge they have and its application in their lives as family members in society.

Social Skills

In this study, the social skills of students where the indicators for the criteria for social skills are (1) communication skills; (2) respect oneself and others; (3) giving or receiving criticism; the syntax of the two learning models, and the results of students' social skills, it can be concluded that the effect of the Problem Based Learning model is higher than the direct learning model on students' social skills. It can be seen based on SPSS output it is obtained that $F_{hitung} (=27,875) > (=4.03)$ and $sig. (=0.00) < (=0.05)$, F_{tabel} . The results of the analysis obtained the significance value of social skills of 0.00. Because of the value of $sig. 0.00 < 0.05$, so the results of hypothesis testing reject H_0 or accept H_a at the 5% alpha level, meaning that there is an interaction between learning models and social skills in influencing PPKn learning outcomes.

Learning Outcomes

Learning outcomes, according to Ruwaida (2019:51-76), have three abilities that students expect as learning outcomes, namely: the cognitive domain relating to intellectual learning outcomes which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognitive, and the following four aspects include high-level cognitive.

Cognitive aspects are more dominated by theoretical and abstract lines so that knowledge will become a general standard to see one's cognitive abilities in the teaching process. The cognitive aspect has a sub-taxonomy that reveals mental activities that often start from knowledge to the highest level, namely evaluation. The affective domain is concerned with attitudes and interests, motivations, feelings, emotions, and moral characteristics, important aspects of student development. The characteristics of effective learning outcomes will appear in students in

various behaviors.

The affective aspect takes place due to the first journey of the cognitive aspect. All attitudes are rooted in the cognitive organization of the information and knowledge possessed, and these attitudes are always directed at objects, groups, or people.

The psychomotor domain is related to skills or the ability to act after a person has received a specific learning experience. The psychomotor domain is a domain related to physical activity, such as running, jumping, dancing, hitting, etc. Psychomotor learning outcomes state that these psychomotor learning outcomes appear in individual skills and abilities to act. Psychomotor learning outcomes are a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (which appear in behavioral tendencies).

Cognitive and affective learning outcomes will become psychomotor learning outcomes if students have demonstrated particular behaviors or actions following the meanings contained in the cognitive and affective domains. students in the interaction between the learning model and social skills can be seen from the ANOVA test results obtained that $F_{hitung} (=27,875) > (=4.03)$ and $sig. (=0.00) < (=0.05)$, F_{tabel} . The analysis results obtained the significance value of social skills of 0.00. Because of the value of $sig. 0.00 < 0.05$, so the results of hypothesis testing reject H_0 or accept H_a in the 5% alpha level, meaning that there is an interaction between learning models and social skills in influencing Civics learning outcomes.

The rejection of the null hypothesis means that together social skills and learning models provide a significant interaction on student learning outcomes.

D. Conclusion

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

1. The Problem Based Learning model's effect on student learning outcomes of Civics in class IV SD Negeri 0308 Aek Borgot.
2. Civics learning outcomes of students with high social skills are better than students with low social skills in grade IV SD Negeri 0308 Aek Borgot.
3. There is an interaction between the Problem-based learning model and social skills on the PPKN learning outcomes for fourth-grade students SD Negeri 0308 Aek Borgot.

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