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Impact of Experiential Learning Models (ELM) and Interpersonal Intelligence on Student Learning Outcomes

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ABSTRACT

The impact of the Experiential Learning Model (ELM) and Interpersonal Intelligence on student learning outcomes. The study aims to find out: (1) the impact of experiential learning models on students' learning outputs; (2) the influence of interpersonal intelligence on students'learning output; (3) the interaction between learning models and interpersonnel intelligence to student's learning outcome. This research is experimental research. This research population is the entire PPKn student of Semester I. The sample in this research is the whole research population. The sampling technique in this study uses Total Sampling. The research instrument consists of a learning test and an interpersonal intelligence lift. The data analysis technique used is a two-way ANAVA at a significant degree of $\alpha = 0.05$. The results show that: (1) There is an influence of the learning model Experiential Learning and Interpersonal Intelligence on student learning outcomes, this is seen from the experimental class ratio (ELM) of 86.42, while the control class (DLM) of 74.56; (2) There is a influence on interpersonal intelligence on the learning outcome of students; this is demonstrated from the influence ratio of the high interactive intelligence of 87.35, while the low interactive Intelligence of 68.92; (3) There was an interaction between learning model and interpersonnel intelligence for student learning results, this was seen from a score sig. 0,034 < 0,05, where the optimal learning output of students is taught with the Learning model for experiential learning for high interpersonal intelligence.

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INTRODUCTION

Meaningful learning must be created in college through active, creative, critical, and enjoyable learning. Training students to think critically and creatively is not only sufficient in the educational process, but also needs to be trained in the evaluation process so that the output of the process can be measured [1]. One of the purposes of learning is not merely an eye-oriented mastery of matter by memorizing the facts studied in the form of information or material. Moreover, the true orientation of the learning process is to provide experience for the long term. With this concept, the learning results are expected to be more meaningful for students [2].

Learning is a process of interaction between students and students, students with learning resources and students with educators. However, in the reality of what is happening in the field, the learning process that is still centered on the educator causes students to be less active or passive [3]. They have limited interaction with their friends, so some students find it difficult to empathize, read other people's moods, create misunderstandings due to lack of communication and some students get bored when studying alone [4].

Experiential Learning is a learning model that is expected to create a more meaningful learning process, where students experience what they learn [5]. Through this model, students not only learn about concepts of merely material, it is because students are directly involved in the learning process to become an experience [6]. The results of experiential learning not only emphasize cognitive aspects, but also affective and psychomotor aspects.

According to Anderson's Taxonomy, the cognitive processes that are part of high-level thinking are domains of analysis, evaluation, and creation, all of which need to be trained. HOTS measures creative thinking, critical thinking, and problem-solving skills. Creative thinking produces new ideas that are original through complex thinking processes. Critical thinking is the ability to analyze, evaluate, and use criteria objectively. The ability to solve a problem by thinking complexly and deeply [7].

Interpersonal intelligence is the ability to understand and make differences in the mood, intentions, motivations and feelings of others [8]. The emergence of this intelligence can be seen from the willingness to socialize, communicate with others, work with teams, and be able to motivate friends. Interpersonal intelligence is the ability or skill of a person to create, build and maintain social relationships so that both sides are in a favourable situation. [10].

METHOD

The research was carried out at the campus of the Faculty of Education and Education Sciences of Jabal Ghafur University on the prodi PPKn, which is adjacent to Gle Gapui Street, Indra Jaya Prefecture, the time for the implementation of the research was in September 2023 (the strange semester of the 2023/2024 academic year). The samples in this study are all PPKn students in semester I. The sampling technique in this research uses Total Sampling. Samples in the study are divided into two groups. The first group (A1) as an experimental class is taught with an experiential learning model. (Direct Instruction model).

This research uses the experimental method of semu (quasi eksperimen). In this study, the influence of treatment was analyzed with a factorial design of 2 x 2 with a variance analysis technique (ANAVA) of 2 lines, as in the table below.

Table 1. Anava Research Design 2 x 2

Interpersonal Intelligence (B)	Learning Model (A)		Average
	Experiential Learning Model (A_1)	Direct Learning Model (A_2)	
High (B_1)	A_1B_1	A_2B_1	μB_1
Low (B_2)	A_1B_2	A_2B_2	μB_2
Average	μA_1	μA_2	

The research hypothesis is that (1) there is an influence of the Learning Experiential Learning Model on the ability of the student to learn. (2) There is an impact of the Interpersonal Intelligence on the student's learning ability. (3) interaction between the learning model and the interpersonal intelligence on students' learning capabilities.The data

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collection technique in this study is a student learning test and an interpersonal intelligence lift.

Testing of the study's hypothesis was done using two-way Variance Analysis (ANAVA) at the level of significance $\alpha = 0.05$ using the univariate General Linear Model (GLM) test with SPSS version 22 for windows.

RESULT AND DISCUSSION

The results obtained in this study include student learning outcomes and Interpersonal Intelligence lift scores in experimental classes taught with the Experiential Learning Learning Model and in control classes with the Direct Learning Model

Table 2. Pretes and Postes Student Results

Class	N	Pretes	Postes
ELM	15	49.64	86.42
DLM	15	47.23	74.56

Table 2 above shows that the average predetermination of learning outcomes of students in both classes has the same initial ability. From the post rate data of students of both classes shows that there are higher learning output abilities of students taught the Experiential Learning Model than those taught with the Direct Learning Model.

The condition of data analysis with parametric statistics is a test of assumptions or prerequisites. In order for the results of the research to be analyzed with statistical parameters, then it is necessary to perform normality and homogeneity tests.

Table 3. Normality and Homogeneity Data Pretes

Class	N	Kolmogorov-Smirnov[a]			Levene	
		Statistic	df	Sig.	F	Sig.
ELM	15	0.147	15	0.352	0.156	0.683
DLM	15	0.162	15	0.284		

Based on the results of the normality of the pretes data in Table 3, the significant values in Kolmogorov-Smirnov are greater than 0.05 in the experimental and control classes. These results indicate that the data in both classes is normal. Then the result of the homogeneity of preted data shows a significant value greater that 0.05, so that both classes are homogenous.

Table 4. Normality and Homogeneity Data Postes

Class	N	Kolmogorov-Smirnov[a]			Levene	
		Statisti	df	Sig.	F	Sig.
ELM	15	0.168	15	0197	2.374	0.157
DLM	15	0.096	15	0.231		

Based on the normality results of the data posts in Table 4, the significant values in Kolmogorov-Smirnov are greater than 0.05 in the experimental and control classes. These results show that the data in both classes is normal. Then the result of the homogeneity of the post data shows a significant value larger than 0.05, so both classes are homogenous.

Based on the grouping data of high and low interpersonal intelligence, then the student's learning capabilities data are grouped according to the data of interpersonnel intelligence.

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Table 5. Grouping of Student Post Value Based on Interpersonal Intelligence

Group	N	Mean
High interpersonal intelligence (HII)	18	87.35
Low interpersonal intelligence (LII)	12	68.92

Based on table 5 above, it can be explained that the rate of learning outcomes of students who have high interpersonal intelligence is higher than that of students with low interpersonnel intelligence.

Table 6. Student Post Value Based on Interpersonal Intelligence in Experiential Learning Classes

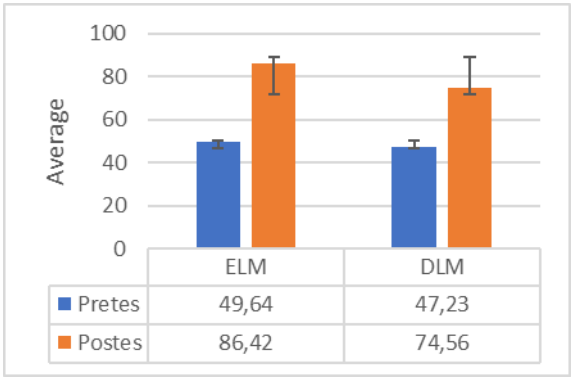
Group	N	Mean
High interpersonal intelligence (HII)	9	82.24
Low interpersonal intelligence (LII)	5	71.72

Table 7. Student Post Value Based on Interpersonal Intelligence in Direct Learning Model

Group	N	Mean
High interpersonal intelligence (HII)	13	78.14
Low interpersonal intelligence (LII)	3	57.25

Based on table 6 and table 7 above, it can be explained that the average learning outcomes of students in ELM classes are higher than in DLM classes in both high and low interpersonal intelligence categories.

Comparison of the post data in the two classes of samples. The comparison of such data is shown in Figure 4.1 below.



Graph 1. ELM and DLM Class Pretest-Postest Diagram

Based on graph 4.1 above, it can be explained that student learning outcomes in the ELM class are 86.42, and the average student learning outcomes in the DLM class is 74.56. Thus it can be concluded that the learning outcomes of students taught using the Experiential Learning Model are better than the Direct Instruction model. Meanwhile, if we calculate the increase in student learning outcomes between pretest and posttest, the students' scores in the ELM class increased by 36.78 points, while those in the DLM class increased by 27.33 points. Thus, it can also be concluded that the increase in student learning outcomes taught using the Experiential Learning Model is higher than the Direct Instruction model.

A comparison of student learning outcomes based on the level of interpersonal intelligence in the ELM class and DLM class can be seen in the picture below.

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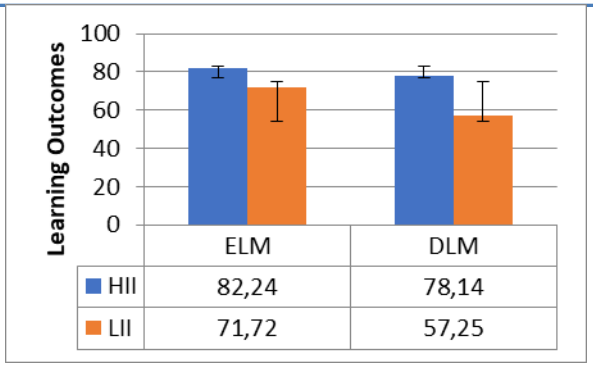

Graph 2. Comparison diagram of student learning outcomes based on level of interpersonal intelligence

Based on graph 4.2 above, it can be explained that the average learning outcomes for students in the ELM class who have high interpersonal intelligence is 82.24, while the average learning outcomes for students in the DLM class who have high interpersonal intelligence is 78.14. The average learning outcome for students in the ELM class who have low interpersonal intelligence is 71.72, while the average learning outcome for students in the DLM class who have low interpersonal intelligence is 57.25. Thus, it can be concluded that the average learning outcomes of students in the ELM class are higher than those in the DLM class in both the categories of high interpersonal intelligence and low interpersonal intelligence. Meanwhile, if we calculate the increase in student learning outcomes between high interpersonal intelligence and low interpersonal intelligence, then the student scores in the ELM class increase by 10.52 points, while those in the DLM class increase by 20.89 points. Thus it can be concluded that the increase in student learning outcomes taught with the ELM model is higher than the DLM model.

After the data is collected and statistically analyzed, a hypothesis test is then carried out. This hypothesis test uses a two-way ANOVA test whose calculations are assisted by SPSS 22 for Windows. From the student learning outcome data obtained, the average for each group was calculated and then compiled as a two-way ANOVA table.

Table 8. 2x2 ANOVA

Interpersonal Intelligence	Average Learning Outcomes		Average a
	ELM	DLM	
High	82,24	78,14	87,35
Low	71,72	57,25	68,92
Average	86,42	74,56	

To see differences in interpersonal intelligence and student learning outcomes regarding the learning provided, the Two Way Anova Test was used by selecting the Univariate General Linear Model (GLM) in SPSS 22. This test also aims to see how the learning model influences student learning outcomes, whether students are intelligent High interpersonal skills have high learning outcomes or vice versa, as well as whether there is an interaction between learning models and interpersonal intelligence in influencing student learning outcomes.

Table 9. Two Way ANOVA Test Results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Learning Models	2482,748	1	2482,748	46,875	,000
Interpersonal Intelligence	3263,974	1	3263,974	68,327	,000
Learning Models * Interpersonal Intelligence	284,325	1	284,325	4,896	,034
Total		30			

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The data in table 9.above is used to test the hypotheses proposed in this research. The following is a description of the results of the hypothesis test.

1. First Hypothesis

From the Anava results in table 9, the learning model significance value is 0.000 because sig.0.000 < 0.05, so the hypothesis test results reject H0 or accept Ha at an alpha level of 5%. This shows that there is a significant influence of the Experiential Learning Learning Model on student learning outcomes

2. Second Hypothesis

From the Anava results in table 9, we get a significance value for interpersonal intelligence of 0.000 because sig.0.000 < 0.05, so the hypothesis test results reject H0 or accept Ha at an alpha level of 5%. This shows that there is a significant influence of interpersonal intelligence on student learning outcomes.

2. Third Hypothesis

From the Anava results in table 9, it was found that the significance value of the learning model and student interpersonal intelligence was 0.034 because sig. 0.034 < 0.05, then the hypothesis test results reject H0 or accept Ha at an alpha level of 5%. This shows that there is an interaction between learning models and interpersonal intelligence on student learning outcomes.

CONCLUSION

The conclusions from this research are as follows:

1. The Experiential Learning Model (ELM) has a significant effect on student learning outcomes. The results of the analysis show that students taught using the Experiential Learning Model have higher learning outcomes compared to students taught using the Direct Instruction model.
2. Interpersonal intelligence also has a significant effect on student learning outcomes. This shows that students who have a higher level of interpersonal intelligence tend to have better learning outcomes.
3. There is an interaction between learning models and interpersonal intelligence on student learning outcomes. This indicates that the effectiveness of the Experiential Learning Model in improving student learning outcomes can be influenced by the level of student interpersonal intelligence.

Thus, this research concludes that the Experiential Learning Model and interpersonal intelligence play an important role in improving student learning outcomes, and the interaction between the two also has a significant influence.

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