



## **The Influence of Quantum Learning Model Implementation on Students Interpersonal Intelligence in Social Studies Class IX at SMP Plus Al Madaniyah Branta Tinggi Pamekasan**

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### **Abstract**

Research in general was carried out to determine the effect of applying the Quantum Learning model on the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah. This research uses quantitative experimental methods, pre-experimental design, one group pretest posttest. The population and sample of this research was class IX of SMP Plus Al Madaniyah Branta Tinggi Pamekasan, totaling 25 students. The object of the research is students' interpersonal intelligence. Data collection techniques use questionnaires, interviews and observation. The data collection instruments used in this research were questionnaire sheets, interview guidelines and observation sheets. The data analysis technique uses quantitative descriptive analysis techniques. The research results showed that the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah before the Quantum Learning learning model was implemented was in the medium category. Based on the pretest-posttest score analysis, it was found that the average score of the experimental class that was treated was higher, namely 69.2 compared to the experimental class before being treated with a score of 63.64. And based on the results of the paired sample T test with the help of SPSS Version 22 for Windows, the pretest posttest results obtained a significance value of 0.009, less than 0.05. This shows that the hypothesis in this research ( $H_a$ ) is accepted, namely that there is an influence of the application of the Quantum learning learning model on students' interpersonal intelligence and rejection ( $H_o$ ). From the research results, it can be concluded that the Quantum learning model is able to improve the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah Branta Tinggi Pamekasan and provide a positive influence.

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## **Introduction**

Education is an endeavor to humanize humans or to shape individuals into complete beings. This notion arises from the belief that through education, humans can be developed to reach a higher level of perfection compared to other creations of God, particularly in fulfilling their role as stewards (caliphs) on Earth. As stewards, humans are tasked not only with managing and utilizing natural resources wisely but also with creating a civilized, just, and sustainable society. Therefore, education serves as the primary foundation for holistically developing human potential, encompassing intellectual, emotional, spiritual, and social dimensions. Indonesia, as a nation with a grand vision of building a thriving civilization, places education as a crucial and fundamental priority. This is reflected in the Preamble to the 1945 Constitution of the Republic of Indonesia, Paragraph IV, which explicitly states that one of the national goals is to "advance the intellectual life of the nation." This goal is not merely rhetorical but serves as a philosophical and constitutional foundation for all educational development efforts. Education is regarded as a strategic instrument for improving the quality of human resources (HR), which ultimately determines the nation's progress.

Furthermore, Indonesia's commitment to the importance of education is reinforced through Law No. 20 of 2003 on the National Education System. This law defines education as "a conscious and planned effort to create a learning environment and process so that students can actively develop their potential." This potential includes various dimensions, such as spiritual and religious strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, their society, their nation, and their state. Thus, education aims not only to create intellectually intelligent individuals but also to shape individuals with strong character, moral integrity, and the ability to contribute positively to societal and national development. Through this legal and policy framework, Indonesia strives to build a holistic and integrative education system. Education is expected to serve as a means of shaping Indonesians who excel not only academically but also possess moral integrity, a sense of social responsibility, and an awareness of their rights and obligations as citizens. In this context, education becomes the key to

realizing Indonesia's vision of becoming an advanced, independent, and globally competitive nation.

The education provided by a nation is ultimately aimed at enhancing the intellectual life of its citizens, particularly the younger generation, with the expectation that it will become one of the driving forces behind the nation's progress. The children of Indonesia are expected to make significant contributions through their works and innovations, enabling them to compete with the human resources of more developed countries. The current government is striving to ensure that every individual has access to education, starting from early childhood through to higher education. This effort is intended to enrich Indonesia with a wealth of competent, intelligent, moral, and skilled human resources (Montolalu, 2015). Therefore, education is a crucial asset in improving and developing the quality of human resources. This emphasis on education is also reflected in Article 28C of the 1945 Constitution concerning Human Rights, Paragraph 1, which states that "every person has the right to develop themselves through the fulfillment of basic needs, the right to education, and the right to benefit from science and technology, arts and culture, to improve their quality of life and for the welfare of humankind." This constitutional mandate underscores the importance of education as a fundamental right and a means to achieve both individual and collective prosperity.

Consequently, the people of Indonesia undoubtedly aspire for a more advanced and future-oriented education system. This aligns with one of the primary goals of education in Indonesia, which is not merely to impart knowledge but also to develop intelligence in a holistic sense. Education in Indonesia is designed to cultivate critical thinking, creativity, and problem-solving skills, enabling individuals to adapt to the rapidly changing global landscape. By fostering these qualities, education serves as a foundation for building a society that is not only knowledgeable but also innovative, ethical, and capable of contributing to the nation's sustainable development. In summary, education is a vital instrument for empowering individuals and advancing the nation. It is through education that

Indonesia can nurture a generation of leaders, thinkers, and innovators who will drive the country toward a brighter and more prosperous future.

Social Studies, at its simplest, is the study of human society as taught to elementary and secondary school students. In reality, this field often incorporates concepts from anthropology, sociology, economics, geography, history, political science, psychology, and social psychology (Sukitman, 2004). In other words, Social Studies adopts an integrated approach, drawing from a variety of subjects such as geography, economics, political science, law, history, anthropology, psychology, and sociology. Sometimes, Social Studies is even linked to philosophy, religion, arts, music, literature, and even science. Social Studies is grounded in real-world social phenomena, providing an interdisciplinary approach that encompasses various aspects and branches of the social sciences.

The primary aim of social studies (IPS) is to equip young people with the ability to make informed and reasoned decisions within a broader societal context. This empowers them to become responsible citizens in a world characterized by cultural diversity and interconnectedness. Ideally, social studies education should serve as a platform for students to explore their own identities and understand the world around them. Emphasis should be placed on experiential learning to cultivate essential competencies, fostering an understanding and appreciation of the natural environment. Social studies learning in junior high schools should prioritize student-centered teaching and learning activities. This means that the focus should extend beyond mere mastery of subject matter. The goal is to nurture well-rounded individuals who, in addition to intellectual capabilities, possess vital non-cognitive skills such as social and interpersonal intelligence.

Bobbi DePorter and Mark Reardon (1999), founders of the Quantum Learning Network, assert that academic grades are not the sole indicators of student success. They argue that factors such as the joy of learning and increased self-motivation are equally crucial (bobbi DePorter, Mark reardon, 1999). Concurrently, Daniel Goleman (2004) posits that intelligence, traditionally measured as IQ, is not the sole predictor of individual success. He emphasizes the significance of other

forms of intelligence, including emotional intelligence (EQ), social intelligence (SQ), and a range of non-intellectual abilities. (Goleman, 2004)

In light of the preceding statement, it is crucial to assess efforts to enhance social studies learning in junior high schools. This assessment should evaluate not only students' mastery of subject matter but also the development of essential non-cognitive aspects, such as social and emotional abilities, including interpersonal intelligence. Safaria (Safaria, 2005) defines interpersonal intelligence as an individual's capacity to understand, recognize, and manage their own emotions and effectively navigate social interactions. This ability is fundamental for humans as social beings who inherently require interaction and interdependence. Human existence is inherently social, necessitating constant engagement with others across various facets of life. This principle is further emphasized in the Quran, specifically Surah Al-Hujurat verse 13. This verse underscores the importance of mutual understanding and respect in human relationships. As (Hofur, 2021) points out, a deeper understanding between individuals fosters greater opportunities for mutual benefit.

In fact, the reality in the field shows that many of our students do not show high interpersonal intelligence, such as selfish attitudes, lack of respect for other people, whether friends or teachers, not caring about other people's difficulties, hanging out and being in groups with the same friends all the time, indifferent to the surrounding environment, and an attitude of wanting to win alone, especially in certain subjects that are considered difficult. When one of them feels capable and masters the material given by the teacher or in working on practice questions given by the teacher, they tend not to want to share efforts so that other friends are also able to understand and solve it correctly. They are even proud if they are the only ones who can do them (Putri, Anggi Sasongko, 2023). This is certainly not in accordance with the goals of national education as stated in Republic of Indonesia Law No. 20 of 2007 concerning educational assessment standards which emphasize the importance of comprehensive and objective assessment of student learning outcomes which are not only focused on cognitive aspects, but also affective and psychomotor aspects. This is also not in accordance with the character values of the

Indonesian nation which prioritizes *teposejero*, and prioritizes cooperation based on Pancasila values. And if we remember that current educational products are a reflection of this nation's life in the future, then of course we do not agree that Indonesian people in the future will be selfish people who do not care about other people's troubles. So it is necessary to integrate the development of interpersonal intelligence in social studies learning. It is not only intellectual aspects that determine students' success in learning at school, but interpersonal intelligence also has an influence

In his 2005 work, Safaria, citing Anderson, divides interpersonal intelligence into three indicators: social sensitivity (comprising empathy and prosocial attitudes), social alertness (encompassing self-awareness, understanding of social issues, social ethics, and problem-solving skills), and social communication (comprising speaking, writing, and listening skills).

Several previous researchers have conducted extensive research on improving students' interpersonal intelligence. For instance, Dewa Ayu Sri Ratna's 2019 study investigated the "implementation of the Think Pair Share learning model and study habits on the interpersonal intelligence of class X students at Saraswati 1 Denpasar High School." Rossy Arnova Sari (2018) examined the "Effect Of Outdoor Learning Towards Interpersonal Intelligence Of Children Aged 5-6 Years In Islamic Kindergarten Baiturrahman Rumbai Pesisir Sub District Pekanbaru City. Additionally, Muhammad Andi's 2018 research explored "The effectiveness of the Quantum Learning method on the high-level thinking abilities of class X students at MA Nurul Gunungsari Ulubelu Tanggamus.

Previous research has demonstrated that the use of appropriate learning models can significantly influence students' interpersonal intelligence. While various learning models have shown positive effects in previous studies, research specifically examining the impact of the Quantum Learning model on students' interpersonal intelligence appears to be lacking.

This research aims to determine the effect of the Quantum Learning model on students' interpersonal intelligence in class IX social studies at SMP Plus Al Madaniyah Branta Tinggi Pamekasan. Specifically, this study seeks to: (1) determine

the initial level of interpersonal intelligence among students at SMP Plus Al Madaniyah Branta Tinggi Pamekasan before implementing the Quantum Learning model, and (2) investigate the effectiveness of applying the Quantum Learning model in enhancing students' interpersonal intelligence in social studies for class IX at SMP Plus Al Madaniyah Branta Tinggi Pamekasan.

### **Method**

The research methodology employed in this study is quantitative research method. Quantitative research involves the systematic investigation of phenomena by collecting and analyzing measurable data using statistical or computational techniques. This approach is used to examine specific populations or samples, typically through the use of research instruments. (Teguh, 2014)

The approach used to explain research on the influence of applying the quantum learning model on students' interpersonal intelligence in social studies subjects in class IX of SMP Plus Al Madaniyah Branta Tinggi Pamekasan is pre-experimental design pretest posttest. The pre-experimental design pretest posttest approach was chosen in this research, namely to examine in depth the influence of the Quantum learning model on students' interpersonal intelligence at SMP Plus Al Madaniyah Branta Tinggi Pamekasan

This research was located at SMP Plus Al Madaniyah, a school whose address is JL.Gedongan No.07, Branta Tinggi Village, Tlanakan District, Pamekasan Regency. The population in this research is all class IX students of SMP Plus Al Madaniyah for the 2023/2024 academic year. Sampling in research uses saturated samples, namely a sampling technique where the entire population is sampled, totaling 25 students (Sebayar, 2019). Data on student interpersonal intelligence was collected through questionnaires developed based on the Likert scale, administered both as a pretest and posttest. The resulting pretest and posttest data were then qualified using categorization criteria based on the following formula:

**Table 1. 1 interpersonal intelligence qualifications**

No	formula	category
1.	$X > M + 1 SD$	High
2.	$M - 1 SD < X < M + 1 SD$	medium
3.	$X < M - 1 SD$	Low

Source: Saifuddin Azwar, 2012:149

**Table 1. 2 Interpersonal intelligence qualifications**

category	Nilai
low	< 50 (kurang dari 50)
medium	51 sampai 75
high	76 sampai 100

Source: data in processed, 2024

The data collection techniques used questionnaires, interviews and observation. The data collection instruments used in this research were questionnaire sheets, interview guides and observation sheets. The data analysis technique uses quantitative descriptive analysis techniques.(Jannah, 2016)

hypothesis testing in research using the Paired Sample T Test on the experimental group in the treatment using the SPSS version 22 for Windows computer program. The hypothesis is accepted or rejected based on the sig (significance) value. The Paired Sample T Test uses the interpersonal intelligence scale as a statistical measuring tool and the sig value as the basis for decision making. The T test is said to be successful if the value. The hypothesis is accepted or rejected based on the significance (sig) value.

1. Sig.(2-tailed) < 0,05 then H<sub>1</sub> is accepted , and Ho is rejected
2. Sig.(2-tailed) > 0,05 then H<sub>1</sub> rejected, and Ho is accepted

## Results and Discussion

The implementation of learning models and strategies that are appropriate and engaging is believed to foster the development of socio-emotional intelligence by cultivating a pleasant and dynamic learning environment, facilitating meaningful interactions, and making learning more relevant.



The Quantum learning learning model is a learning model that emphasizes the importance of creating dynamic social relationships between teachers and also between students and teachers. This learning model also emphasizes the importance of educators creating a pleasant learning atmosphere for their students, with the principle of meaningfulness and trying to enter the world (pleasure) of students so that they will be able to deliver learning messages into that world. In Quantum learning, learning principles are also emphasized that must be presented in every lesson to students as follows: (1) everything speaks, (2) everything has a purpose, (3) experience before giving a name, (4) acknowledge every effort, and (5) if it is worth learning then it is worth celebrating. Based on these five principles, the Quantum learning model should be applied in the classroom in a concise manner, these activities can be summarized in activities to foster student interest with learning steps namely "Grow, experience, name, demonstrate, repeat and celebrate". (Hernacki, 2008).

#### 1. Interpersonal intelligence of class IX Student at SMP Plus Al Madaniyah

Based on the results of research conducted on class IX students at SMP Plus Al Madaniyah, the results showed that the level of students' interpersonal intelligence before being treated with the Quantum Learning learning model was in the medium category. These results were obtained through observation and pretest data distributed on January 16 2024. From these data, the results showed that the majority of students were in the medium interpersonal intelligence category, with the following details: Table

#### **2. 1 Results of student interpersonal intelligence categories (pretest)**

<b>category</b>	<b>Number</b>
low	1 student
medium	21 student
high	3 student

From the total score obtained by students, namely 1,591 with an average of 63.64, it can be concluded that in general the level of interpersonal intelligence of class IX students at SMP Plus Al Madaniyah is in the medium category. This finding is in line with the theory put forward by Safaria (2005)

regarding interpersonal intelligence. Safaria explained that students with moderate interpersonal intelligence are generally at the stage of intelligence development, where they are able to demonstrate average abilities in building and maintaining social relationships, although they have not yet reached a high level.

The research findings align with Safaria's (2005) theory of interpersonal intelligence. He posits that students in the medium category are typically in the developmental stage of intelligence, demonstrating average abilities in building and maintaining social relationships, though not as proficiently as those in the high category. At SMP Plus Al Madaniyah, the majority of class IX students fall within the average (medium) category of interpersonal intelligence, indicating that they are still developing these skills. In terms of social sensitivity, students generally understand others' feelings but struggle with complex emotions. They grasp basic norms and ethics but may not consistently apply them. Regarding social awareness, students can make new friends but may take time to feel comfortable. While willing to participate in group activities, they may not always be actively engaged. They can build friendships but may not be the first person their friends turn to for help. In terms of social communication, students can communicate orally and in writing but may have difficulty clearly conveying their ideas and opinions.

2. The influence of applying the Quantum learning model on the interpersonal intelligence of class IX SMP Plus Al Madaniyah

After being given treatment with the Quantum Learning learning model, there was a significant increase in the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah. This can be seen from the posttest results which show a total score of 1,730 with an average of 69.2. The following are details of the posttest results.

**Tabel 2. 2 Results of student interpersonal intelligence (posttest)**

Category	Number
low	0 student
medium	19 student
high	6 student

Based on the table data, students' interpersonal intelligence significantly increased after receiving treatment with the Quantum Learning model. Prior to treatment, the pre-test results showed that 1 student was in the low category, 21 students were in the medium category, and 3 students were in the high category. Following treatment, the post-test results revealed that 19 students were in the medium category, 6 students were in the high category, and no students remained in the low category.

From these data, it can be seen that there has been a significant increase in the student interpersonal intelligence category. Before being given treatment, there was 1 student in the low category, 21 students in the medium category, and 3 students in the high category. After treatment, there were no more students in the low category, while the number of students in the high category increased to 6 students.

To test the significance of this increase, a paired sample T-test was carried out using SPSS Version 22 for Windows. Based on the results of the paired sample T Test with the help of SPSS Version 22 for Windows which has been carried out on the pretest posttest results are presented in the following table:

**Table 2.3 Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	25	,479	,016

**Paired Samples Test**

Paired Differences				t	Df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper				
Pair	pretest –					-	-		
1	posttest	-5,56000	9,77701	1,95540	-9,59575	1,52425	2,843	24	,009

Statistical analysis revealed a 2-tailed significance value of 0.009, which is less than 0.05. This result indicates that the research hypothesis (H1) – that there is a significant influence of applying the Quantum Learning model on students' interpersonal intelligence – is accepted, while the null hypothesis (H0) is rejected. Therefore, the learning techniques utilizing the Quantum Learning model are effective in improving the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah.

The influence of the Quantum Learning model on students' interpersonal intelligence can be attributed to the characteristics of its learning steps, This increase occurred due to the characteristics of the Quantum Learning learning model which is designed to create an active, creative and collaborative learning environment. According to Bobbi DePorter (1999), this learning model combines neuroscience components with student-centered teaching strategies. The steps in the Quantum Learning learning model are interrelated and have benefits that support the development of students' interpersonal skills. Thus, this model not only improves academic understanding, but also helps students develop their social and emotional skills.

**Conclusion**

This experimental study, conducted on class IX students at SMP Plus Al Madaniyah Branta Tinggi Pamekasan, aimed to investigate the influence of the Quantum Learning model on students' interpersonal intelligence in social studies. Based on data analysis and hypothesis testing, the study concludes that the application of the Quantum Learning model significantly impacts students' interpersonal intelligence. The pretest results revealed that the average interpersonal intelligence of class IX students at SMP Plus Al Madaniyah Branta Tinggi Pamekasan before the intervention was 63.64, indicating a medium level of interpersonal intelligence among the students.

The Quantum Learning learning model has a positive effect on the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah Branta Tinggi Pamekasan. The results of the paired sample T test obtained a significance value of 0.009, which is less than 0.05. Based on the research results, there was an increase in students' interpersonal intelligence results before implementing the Quantum Learning learning model, with an average of 63.64, then after being treated with the quantum learning learning model it increased to 69.2. Shows that the quantum learning learning model has an effect in increasing students' interpersonal intelligence at SMP Plus Al Madaniyah Branta Tinggi Pamekasan. The results of this study demonstrate that the Quantum Learning model significantly enhances the interpersonal intelligence of class IX students at SMP Plus Al Madaniyah Branta Tinggi Pamekasan. The paired sample T-test yielded a significance value of 0.009, which is less than the 0.05 alpha level.

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