

Integrating Social Capital to Problem-Based Learning Model in Enhancing Interpersonal Skill

Mutiani¹, Rizky Amelia², Raihanah Sari³, Ridha Ilhami⁴, Syaharuddin⁵, Jumriani⁶

{mutiani@ulm.ac.id¹, rizkyamelia@ulm.ac.id², raihanah.sari@ulm.ac.id³, ridha.ilhami@ulm.ac.id⁴, syahar@ulm.ac.id⁵, jumriani@ulm.ac.id⁶}

Lambung Mangkurat University, Banjarmasin, Indonesia

Abstract. This study examines the need to develop a problem-based learning (PBL) model integrated with community social capital to enhance students' interpersonal skills. Using an explanatory qualitative approach, data were collected through focus group discussions to explore current social studies learning practices and identify development needs. The findings indicate a strong necessity for a social capital-based PBL model, particularly in addressing existing gaps in social studies instruction. Insights from teachers and subject experts reveal that such a model aligns with the multidisciplinary nature of social studies and supports the implementation of the 2013 curriculum. Moreover, integrating social capital elements—such as trust, social networks, and shared norms—facilitates the development of interpersonal competencies as part of essential 21st-century skills. SWOT analysis further highlights the strategic potential of this approach in strengthening students' ability to understand, analyze, and solve real-world social problems.

Keywords: social studies, learning, problem-based learning, social capital, interpersonal skills

1 Introduction

The existence of education can support human life to increase their potential—the positions of education to adapt to changing challenges and human needs. In a practical context, education requires innovation so that it is able to develop the creative potential of society [1]. The community creativity projected through education is expected to be able to create the younger generation as agents of change. Thus, conceptually, the younger generation will be able to produce innovative products and critical thinking for solving social problems [2], [3].

Learners as subjects in education, especially learning, contributes to sustainable development. The students are human resource assets capable of driving sustainable development [4]. Sustainable development itself is on the agenda in various countries. For developing countries, one promoted policy is improving human resources through education. As described in the research of Patrinos and Psacharopoulos [5], the practice of quality education can increase the human development index by 7% per three years. This indicator refers to improving the community's ability to obtain job clarity, income, and a decent quality of life [5].

In a global context, the quality of education in Indonesia refers to the results Program for International Student Assessment (PISA) survey was ranked 74. The survey was conducted over three years and in three quartiles from 2015, 2018, until 2021, Indonesia's ranking tends to decline. For example, Indonesian students' reading ability, with a score of 371, is in position 74; Mathematics ability gets 379, is in position 73; and science ability, with a score of 396, is in position 71 [6], [7].

Based on the above, education goals are the foundation of the government's efforts to encourage the achievement of sustainable development goals and targets in the Sustainable Development Goals (SDGs) until 2030. Based on the direction of the United Nations Forum which was agreed on 02 August 2015. Improving education for the people of Indonesia spurs achievement towards the 17-point SDGs goal, especially to increase Indonesia's human development index. It is hoped that the role of education can increase Indonesia's competitiveness in supporting the 2030 SDGs [8], [9], [10].

Increasing the carrying capacity of education in the 2030 SDGs is included as an indicator in the pillars of social development [11]. Individuals who take education are expected to face and solve life problems and develop their potential [12], [13], [14]. The definition of education is used as the principal means for all individuals to obtain teaching [15], [16]. Educational practice is expected to stimulate creative-productive thinking, attitudes, and behavior, in addition to logical thinking and reasoning [17].

Various subjects respond to the reasoning mechanism without exception in Social Sciences. In learning practice, Social Studies carries an inter and transdisciplinary approach to help students gain thinking and attitude skills [18]. It is because social studies learning allows students, individually and in groups, to seek actively, explore, and discover concepts and principles holistically and authentically. Concepts become fundamental to social studies learning [19]. However, the practice of social studies learning also provides a vast space for valuable experience. Social studies learning has the primary goal, namely the existence of Social Sciences, to compile theoretical knowledge and help students make decisions and act on social problems [12].

Social studies learning as a field of study is intended to examine the system of human life in a social context [20], [21]. The explanation is in line with the conception of social capital, which explains that social capital arises from interactions between people in a community. Social capital can be measured from individual and institutional interactions, such as the creation or maintenance of trust between community members. Social capital is a resource owned by the community in the form of norms or values that facilitate and build cooperation through a network of interaction and communication that is harmonious and conducive. Social capital gives strength or power in some social conditions [22].

The problem-based learning model is a learning model that provides analytical space for students to be sensitive to surrounding problems, train critical thinking skills, and solve solutive problems [23]. The practice of developing problem-based learning models is dominated by exact subjects such as mathematics, physics, chemistry, to biology [24]. Even in research conducted by Fidan and Tuncel [25], the development of a problem-based learning model can improve student achievement, especially in physics subjects in the Northern Turkey region [25]. In line with the research, Liu and Pásztor [26] said that the problem-based learning model is a model that can massively intervene in students' achieve instructional goals in learning at various levels of education [26]. The success of the development of the problem-based learning model has colored the world of education with the achievement of cognitive competence in education. The limitation of previous research is that the achievement of cognitive competence is too dominant.

Based on the competency standards of graduates in the 2013 curriculum, there are three competencies that students must possess: affective, cognitive, and psychomotor. This study emphasizes the achievement of students' affective competencies, namely interpersonal skills. Referring to Mishra's [27] study analyzed that interpersonal skills related to public communication can be integrated with learning. Therefore, it intends to build a support system among students to build social awareness in learning [27]. Furthermore, this study aims to analyze the need for developing problem-based learning models integrated with community social capital to achieve interpersonal skills. Thus, this study focuses on answering two questions: 1) what is the condition of social studies learning at the junior high school level? Furthermore, 2) what is the need to develop problem-based learning models by integrating social capital into social studies learning, significantly improving interpersonal skills?

2 Literature Review

2.1 Social Capital Study of Banjar Community

Social capital is a recently developed term that quantifies the strength of interpersonal connections among communities, organizations, and societies. Social capital, refers to a valuable resource that is considered an investment for acquiring other resources. Resources are tangible or intangible assets that can be utilized and retained. Social capital is not determined by actual possessions, but rather refers to an individual's social resources and connections. Social capital focuses primarily on the group's potential and the patterns of relationships among individuals within and between groups. The social capital of a group is a crucial factor in determining the ability of a community to survive and function effectively[20].

People commonly understand social capital to encompass institutional aspects, relationship establishment, and standards that influence the extent and quality of social connections within a society[38]. Social capital encompasses more than simply institutions or groups that support social life; it functions as a cohesive force that binds group members together. Social capital is defined as a fundamental element that promotes unity, the exchange of ideas, trust, and mutual advantage. In a society that encompasses values, conventions, and patterns of social interaction that regulate the daily lives of its members, social capital expands.

The presence of community activities in a specific location may serve as an indicator for analyzing social capital. This study examines the concept of social capital through the lens of the Banjar community. The religious significance of Islam underpins the social cohesion of the Banjar group. Islam serves as the cultural essence of the Banjar group. People do not solely perceive Islam as a religious belief. Historical studies gave rise to the name "Banjar" to denote the era when Islam began to emerge as the dominant religious identity in the region. To clarify, Banjar's culture did not exist for thousands of years alongside historical community groups. Instead, it emerged as a distinct cultural identity after the spread of Islamic religious preaching in the 15th century.

2.2 The Study of Communication and Interpersonal Skill

Interpersonal skills can be defined as the ability to understand and navigate social interactions effectively. Social competence refers to an individual's capacity and proficiency in

establishing, constructing, and sustaining interpersonal connections. Therefore, both sides are in a situation where they both benefit or gain, resulting in a win-win outcome. Interpersonal skills refer to the abilities to accurately perceive and effectively react to the emotions, attitudes, behaviors, motives, and desires of other individuals. Developing interpersonal skills is the ability to establish and maintain harmonious relationships through knowing and effectively responding to other individuals. Interpersonal skills refer to the abilities that individuals require to effectively engage and communicate with other people or groups[50].

Interpersonal skills refer to an individual's ability to comprehend and navigate diverse social contexts, as well as to exhibit behavior that aligns with the expectations of others during interactions between people. The absence of adequate support and the failure to cultivate meaningful connections with others can lead to a reliance on one's social life, resulting in negative emotions such as shame, isolation, and detachment from others, ultimately leading to feelings of loneliness. Enhancing interpersonal skills might serve as a constraint on one's attitude when it comes to responding psychologically to others. Interpersonal skills facilitate productive collaboration and cultivate empathy among individuals.

3 Method

The research objective is to analyze the need for developing a social capital-based problem-based learning model. Analysis of needs for model development is intended so students can have interpersonal skills. In outlining the needs analysis, it is carried out with the stages of the explanatory qualitative method [28]. The description of stages of the research method is described as Figure 1. Stages of Research Methods.

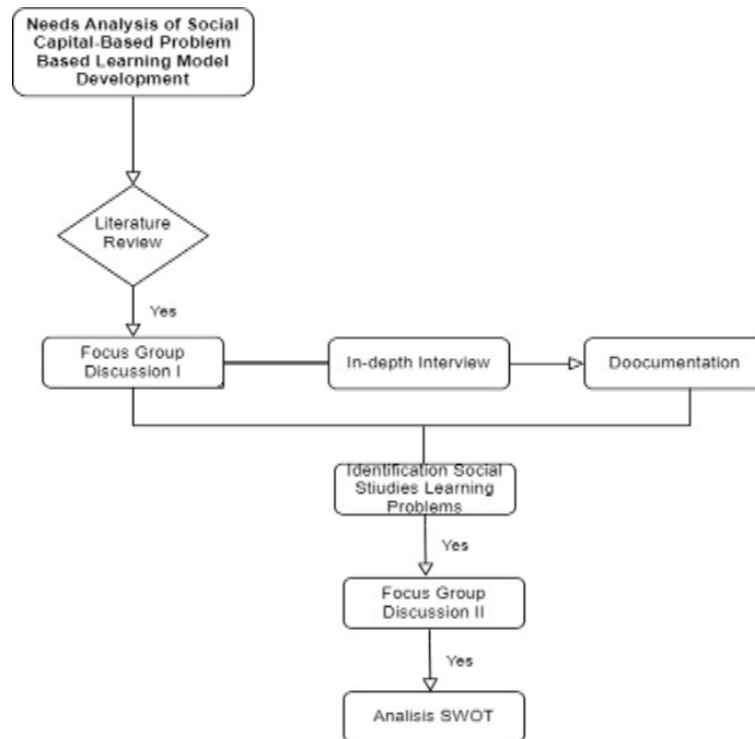


Fig. 1. Stages of Research Methods

Based on the research stages above, the needs analysis begins with a literature review to describe how to study the theoretical model of problem-based learning. Then, the researcher held a focus group discussion on 23 June and 03 July 2022. The first FGD was conducted online using the zoom application. The researcher served as a moderator in the FGD with three education experts. The research was conducted in Banjarmasin involving ten social studies subject teachers, two social studies education experts, and an expert in geography education from a state university in South Kalimantan. Data regarding the needs analysis of the problem-based learning model development are mentioned and compiled using the pseudonym of the subject's identity, as follows:

Table 1. List of Informants

No	Name (Pseudonym)	age (year-old)	Information
1	EW	66	Social Studies Education Expert
2	BS	66	Social Studies Education Expert
3	SY	48	Social Studies Education Expert
4	YN	51	Social Studies teacher
5	RD	46	Social Studies teacher
6	YL	42	Social Studies teacher
7	AM	59	Social Studies teacher
8	M N	46	Social Studies teacher

9	RD	47	Social Studies teacher
10	ED	30	Social Studies teacher
11	NH	29	Social Studies teacher
12	RR	35	Social Studies teacher
13	RA	23	Social Studies teacher

Based on the informant data above, EW, BS, AM, and YL were selected as primary data sources. EW and BS are professors in the field of Social Studies Education, AM has 39 years of social studies teaching experience, and YL is the chairman of the Social Studies Teacher Conference in Banjarmasin. Then, to support the research data, nine resource persons provided data support, to describe how ideally the development of a problem-based learning model should be [29], [30]. After FGD I was conducted, the researchers conducted interviews using in-depth interviews and observations in junior high schools related to social studies learning practices. Researchers reduce the results of interviews, documentation, and FGD results that are not related to the needs analysis of developing problem-based learning models based on social capital. In the presentation, FGD I and II results were analyzed using swot analysis and presented in tables and descriptive narratives. For data validity, the researcher asked EW, BS, and DA (pseudonym) from a state university in South Kalimantan to cross-check whether the analysis provided by the social studies teacher was in line with the needs of the 2013 curriculum and the development of social studies education materials [31], [32]. A discussion was extracted in one study program at Lambung Mangkurat University to minimize the potential bias during the analysis. After the results show data saturation, it is concluded that the data is reliable or consistent [28], [33].

4 Results

This section is intended to answer two research questions, namely (RQ 1) How is the condition of social studies learning at the junior high school level? Moreover, (RQ 2) how to analyze the needs of developing a problem-based learning model by integrating social capital into social studies learning, significantly improving interpersonal skills in social studies learning?

4.1 Research Question #1

This research question was answered based on interviews with social studies teachers. Social Studies is a subject presented at the junior high school level. In addition, social studies learning practices are presented in an integrated manner by combining four main study areas: Geography, History, Economics, and Sociology. The integration that is tied through the theme leaves problems for the teacher. Based on the data from interviews with R4, it was stated that:

In social studies learning, teachers face difficulties in describing the competencies of social studies subjects based on scientific branches for the benefit of integrated learning. In addition, teachers with backgrounds in certain scientific branches face difficulties implementing integrated learning with other teachers from different scientific branches.

The statement above raises a problem that integration in social studies learning is influenced by the interpretation of the competence of social studies subjects and the educational background of social studies teachers. The following resource person R5 conveyed how to solve the problems faced by the teacher. R5 stated that:

As social studies teachers, we always strive to improve our professional and pedagogical competencies by participating in various training held by the Ministry of Education and Culture, Universities, and the Social Studies Teacher Conference. With training, we feel we can increase knowledge so that it can be implemented in learning.

Apart from the urgency of professional and pedagogical competence in the succession of social studies learning, other factors are considered to describe the conditions of social studies learning. Judging from the views of social studies education experts, explained by resource persons R1 and R2, the integration of social studies learning is also supported by the learning model used. The excerpts from statements R1 and R2 are presented below:

In the 2013 curriculum, three learning models are recommended to be implemented in the classroom. The models are problem-based learning, project-based learning, and discovery learning. We must both answer the question: Have the teachers implemented it? We need to highlight this because the learning model has syntax clarity, so it should not confuse teachers to apply in the classroom.

The answer above provides an affirmation that the existence of a learning model must be considered. In fact, the learning model consists of four main groups, but the application and mastery of the teacher to the learning model must also be considered. For example, in responding to questions from social studies experts, the social studies teacher R8 answered that:

Hmm ... so far, I have always applied a varied learning model in learning. Of course, it is very much determined by the material and learning schedule (JP) provided. However, to be honest, I am often confused by the position of JP for Social Studies subjects which are in the 3rd and 4th hours. It causes learning to be interrupted by taking a break. So that students find it challenging to concentrate on continuous learning.

The answer from R8 agreed with R5 that there are many elements that must be considered to provide a conducive academic climate in social studies learning. The ideal social studies learning refers to the integration of the material. It is supported by the existence of an umbrella theme for geography, history, economics, and sociology in social studies material. However, if it is generalized that conducive social studies learning conditions are indicated by several things, such as 1,) mastery of professional competence and teacher pedagogy; 2) application of learning models to enable learning, and 3) ideal activity hours position so that no learning activities are cut off.

4.3 Research Question #2

Research question #2 describes the need for developing a problem-based learning model by integrating social capital into social studies learning to improve interpersonal skills is answered by focus group discussions. As stated in the method, the FGD was conducted on 23 June and 03 July 2022. In the first FGD, it was discussed regarding the need for teachers to develop social studies learning in the classroom. To develop social studies learning, teachers need the skills to apply learning models, what content should be added, and what

competencies must be considered to develop students' abilities. In the first part, FGD discussions focused on one learning model: problem-based learning. For social studies teachers, problem-based learning is a model used by teachers to build new knowledge of students by prioritizing problems as the main issues discussed. The discussion begins by rolling out questions about what should be developed in the syntax of the problem-based learning model so that students do not feel monotonous but are challenged in learning.

Problem-based learning has five syntaxes. The five syntaxes include problem orientation, learning organization, inquiry guidance, developing and presenting work, and evaluation. The five syntaxes are fixed. In implementing PBL, I found that students were enthusiastic about learning.

This statement was also agreed by another FGD participant, namely R7, who said that "PBL provides students with the experience to solve problems". Then the Social Studies Education expert, as an expert in the FGD, said, "if PBL is effective in social studies learning, how to improve it so that it can bring up local content in PBL? One thing that can bring up local content in PBL is adding or integrating new syntax. The social studies education expert, R3, said, what if it was added with social capital content? It is intended so that students can build trust and networks and interpret the norms that exist among students. According to R1, it was stated that:

21st-century skills that students must possess are soft skills, meaning that habituation is needed, not just taught. Social studies learning can see the 21st century as a challenge, so it can teach learning that familiarizes students with good communication, problem-solving, critical thinking, creativity, and collaboration.

Based on the statement above, another question is asked: among 21st-century skills, what are essential skills to develop the potential of students? Then six out of ten FGD participants said that communication skills deserve attention. As for the rationale of the statement conveyed by R5 that students who are good at communicating are good mediators so they can live in collaboration with anyone and under any conditions. R5 added that communication skills should be devoted to interpersonal skills. It is because interpersonal skills are one of the eight multiple intelligences presented by Howard Gardner.

In the first FGD, three main things were formulated in developing social studies learning. The three formulations are:

- a. Applying the problem-based learning model in the classroom can be done by following a consistent syntax. However, the syntax can be added or integrated to add local content in a PBL implementation. So it is because the learning model can be developed according to learning needs.
- b. The addition of social capital in PBL practice is intended to touch on the aspects of students' trust, networks, and norms
- c. To respond to the achievement of 21st-century skills, teachers can pay attention to interpersonal skills for students. So that students have skills in communication and can cooperate with others in any condition.

In contrast to the first FGD, which focused on formulating how to develop social studies learning. The second FGD focused on analyzing the development needs of PBL by integrating social capital to achieve interpersonal skills. In formulating the analysis, the swot analysis technique was used. The results of the swot analysis in the second FGD.

Table 2. SWOT Analysis of the Need for Problem-Based Learning Model Development

Social Capital-based PBL Development to Improve Interpersonal Skills	STRENGTH (S)	WEAKNESSES (W)
	Social studies learning is taught integrated by linking material to the study of Geography, History, Economics, and Sociology. The problem-based learning model is one of three learning models teachers must apply according to the 2013 Curriculum so that social studies can be taught by prioritizing problems in learning. Social capital in learning can be used as a part that provides experience to students in building trust, networks, and applicable norms. Interpersonal skills are one of the multiple intelligences, according to Howard Gardner. Interpersonal skills also conform with 21st-century skills, namely the ability to communicate, collaborate, and solve problems.	The limitations of teachers in developing and integrating social studies material are due to their educational background, not social studies education. Placement of the lesson schedule (JP) is often paused with a break or placed at the end of the lesson. There is no social capital-based PBL model development to improve interpersonal skills.
OPPORTUNITY (O)	STRATEGY (SO)	STRATEGY (WO)
There are opportunities for collaboration with stakeholders in developing and strengthening social studies education. There is training to improve teacher competence both offline and online	Optimizing teacher involvement to get input related to improving the quality of learning. Conduct peer teaching to monitor the improvement of learning quality Evaluating the learning carried out by the teacher and the competencies obtained by the students	Developing a social capital-based PBL model by involving teachers to improve the quality of learning Disseminate the development of social capital-based PBL models with social studies teachers.
THREAT (T)	STRATEGY (ST)	STRATEGY (WT)
Changes in the 2013 Curriculum to an Independent Curriculum	Adapting to the possibility of curriculum changes that have implications for learning	Conduct socialization and training for the development of social studies material that is relevant to the curriculum

The results of Based on the SWOT analysis table 3 identify four things: strengths, weaknesses, opportunities, and threats. What if the PBL model is developed with social capital to improve students' interpersonal skills? The needs analysis results in the first and second FGDs explained that the PBL syntax, which consists of five stages, can be developed in the problem orientation section. R1 and R2 convey it in the second FGD, where the definition of problem orientation is not only related to the presentation of the problem. Problem orientation concerns introducing and equalizing perceptions of the problem before it is integrated into learning. Therefore, it becomes relevant if the PBL model has the opportunity to increase its learning stages. According to R3, the PBL model is a recommended learning model in the 2013

curriculum, trust, network, and prevailing norms, as well as the suitability of interpersonal skills as part of 21st-century skills. Thus, to strengthen social studies education, especially in learning practices, it is necessary to develop a social capital-based PBL model to provide syntax clarity. So that teachers can apply it in good learning with any theme in social studies subjects.

5 Discussion

The study's results explained that the model is considered relevant to social studies learning activities because it simulates social problems for students to analyze. Therefore, PBL in social studies learning is an illustration of how students understand problems in everyday life [19]. In addition, PBL is not designed to help teachers provide students with as much information as possible. However, it was developed to help develop their thinking, problem-solving, and intellectual skills and learn to act as adults through their involvement in actual or simulated experiences in order to grow independence [26], [34]. Interview quote #1 conveys to researchers that social studies learning conditions are presented in an integrated manner. However, this certainly does not rule out the possibility of whether the integration is ideal or only limited to the material presented in the form of a theme. Refer to research Garwood, McKenna, Roberts, and Shin [35], [36] that the integration of social studies is intended to emphasize to students so that they can describe problems based on cross-disciplinary [35]. Thus, the expected implication is that students can make rational decisions in dealing with various societal problems.

In the context of studying the development of learning models in several Asian countries, including Indonesia, this condition is driven by the existence of the applied curriculum [37]. As a result, when there is a change in the curriculum, it is necessary to adapt and study the competencies taught to students. Applying the PBL model in social studies learning is intended: so that teachers can guide and stimulate students to think critically in solving existing problems [22], [38]. Likewise, teachers can also direct students to ask questions, prove assumptions, and listen to different perspectives between them. The problem-solving stage includes: 1) conveying ideas, 2) presenting known facts, 3) studying the problem, 4) preparing an action plan, and 5) evaluating [39], [40]. The integration of social capital-PBL syntax development in social studies learning is recommended based on the results of the literature review, FGD I and II, and the results of the swot analysis described in the following figure 2 Integration of Social Capital-Based PBL Syntax Development in Social Studies Learning.

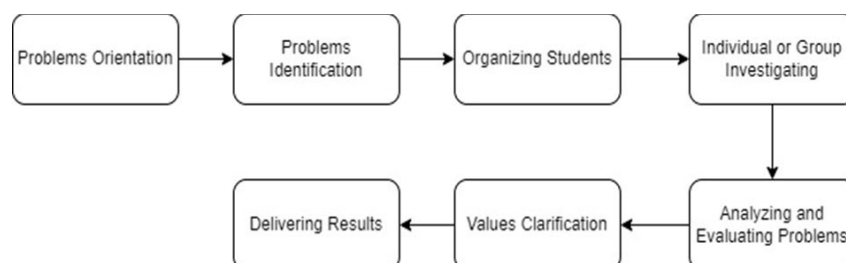


Fig. 2. Integration of Social Capital-Based PBL Syntax Development in Social Studies Learning

Based figure 2 Integration of Social Capital-Based PBL Syntax Development in Social Studies Learning, there are two additional stages: problem identification (second stage) and value identification (fifth stage). Thus, the full development of the PBL syntax is in six stages. The problem identification stage allows students to build a network of fellow students before the teacher intervenes to condition students into heterogeneous study groups. The social capital-based PBL model emphasizes collaborative learning [41]. This line with the concept of networks in social capital. Networks are drawn or created during the learning program. One of the networking processes is group learning. Group learning provides space for students to learn to build networks in the learning environment [42]. Group learning changes the interaction of students/participants with the networks they have, and changes in the type and number of networks that they can access or become members of is what is referred to as the output of social capital [43].

At the value clarification stage, trust and norms are elements of the relevance of social capital with social studies learning. Trust is a willingness to take risks in social relationships based on confidence that others do something as expected [20], [44]. This belief always acts in a mutually supportive action pattern, at least the others will not act detrimental to themselves and their group. Trust in social studies learning is the embodiment of confidence between individuals in study groups to agree on differences of opinion. In addition, in social studies learning, trust is given as a form of delegating who is in charge of the study group.

The last element described is the norm. Norms are rules expected to be obeyed and followed by members of society in a particular social entity [43], [45]. These collective rules are usually unwritten but understood by every member of society and determine the expected behavior patterns in social relations. Social studies learning norms emerge based on social interaction [18]. The interaction process in question relates to how the attitudes of teachers - students. In addition, norms in social studies learning are expected to grow good citizens. The line with meaning of the existence of social studies is to place students as the subject of developing the potential of ideal citizens [14].

Developing social capital-based PBL in social studies learning is expected to reinforce that students not only know about the material [38]. However, students can apply it to real life in society at large. So that students not only know but also understand it. By understanding the existence of social capital in social studies learning, students have the skills to understand, examine, and solve social problems around them [46]. Thus, harmonious life is not interpreted as part of the transfer of knowledge but as the transformation of students' behavior in everyday life [45].

While the achievement of interpersonal skills in social studies learning is analyzed based on knowledge schema according to Jean Piaget (1896-1980), the meaning of the knowledge scheme in question relates to social knowledge [47]. Social knowledge is obtained from social interactions in everyday life. A balanced learning practice will position the three knowledge schemas of physical, mathematical-logical, and social knowledge in a balanced way [47]. Therefore, interpersonal skills become a supporting component to achieving complete social knowledge [27]. Social studies learning, both in the learning process and the results to be achieved, requires interpersonal skills. The achievement of interpersonal skills can make students build trust, collaborate, and communicate effectively to resolve conflicts [46].

Interpersonal skills, as a positive attitude developed in social studies learning, can accommodate students' readiness as citizens who are adaptive to the changes and challenges of the times [45]. The interpersonal skills possessed by students become an indicator of the quality of the academic climate in the classroom. Improved interpersonal skills among students indirectly stimulate achievement productivity in curricular and extracurricular fields

[12], [48], [49]. Interpersonal skills in social studies learning are expected to make students communicate well. The communication in question is not only limited to the sender and receiver but can also provide a positive reciprocal relationship [50], [51]. It is because, with a reciprocal relationship, conflicts and debates are reduced. In addition, interaction becomes easy, and a healthy and productive environment becomes a part of students' lives.

6 Conclusion

This research provides exposure related to the needs analysis development of a problem-based learning model integrated with community social capital to achieve interpersonal skills. This matter is based on efforts to improve the quality of learning, especially in social studies subjects. Nevertheless, unfortunately, the need for analysis development of social capital-based PBL models in terms of the social studies learning conditions has not created a conducive academic atmosphere. As for the indications of the atmosphere, among others: 1,) limited mastery of professional competence and teacher pedagogy; 2) the application of a monotonous learning model so that it creates a sense of boredom for students, and 3) the ideal position of the hour of activity so that learning activities are cut off. In the analysis of needs, the development of a social capital-based PBL model is driven by the existence of an applied curriculum. The PBL syntax, which begins with five stages, based on FGD I and II results, develops into six stages. The steps involved are problem identification and value clarification. The problem identification stage allows students to build a network of fellow students before the teacher intervenes to condition students into heterogeneous study groups. Meanwhile, at the value clarification stage, trust and norms are elements of the relevance of social capital in social studies learning. This study has limitations because it involves FGD participants who are in the same area. More FGD participants, mainly from various regions, could provide more information regarding the conditions of social studies learning and its relation to the analysis of the need for developing the PBL model to improve interpersonal skills. In addition, further research is expected to add information on the needs analysis of the development of the PBL model from the perspective of students through a questionnaire. Therefore, the data presented in the study becomes comprehensive. Finally, in this study, researchers have not measured the level of teacher understanding of the PBL model. So that further research can fill the information gap on the level of teacher understanding before and after the PBL model was developed.

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