Al-Ulum

Development of Interpersonal Learning Models in Islamic Religious Education

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Abstract

The purpose of this study is to develop a learning model to improve interpersonal skills in Islamic religious education subjects that are feasible and practical. This research is R&D research. The data was obtained by expert judgment on the prototype model developed, observations on the applicability of the learning model developed, and Student responses during field trials. The subjects of this study were junior high school students in Indonesia with a sample of 116, which was determined by a simple random sampling technique. This study obtains a learning model to improve interpersonal skills that are feasible and practical, as evidenced by 1) the average number of expert validations is 3.76 or in the very high category, 2) the assessment of the applicability of the model in the field is 0.8 or in the very good category, and 3) the average score of student responses to the application of this model is 0.8 or in the very good category.

Keywords: interpersonal skills, Islamic Religious Education, learning models are developed

Pengembangan Model Pembelajaran Interpersonal dalam Pendidikan Agama Islam

Abstrak

Tujuan penelitian ini adalah mengembangkan model pembelajaran untuk meningkatkan keterampilan interpersonal pada mata Pelajaran Pendidikan Agama Islam yang layak dan praktis. Penelitian ini merupakan penelitian R&D. Data diperoleh dengan expert judgement terhadap model prototipe yang dikembangkan, observasi terhadap penerapan model pembelajaran yang dikembangkan, dan respon siswa pada saat uji coba lapangan. Subyek penelitian ini adalah siswa SMP di Indonesia dengan sampel sebanyak 116 orang yang ditentukan dengan teknik simple random sampling. Penelitian ini memperoleh model pembelajaran untuk meningkatkan keterampilan interpersonal yang layak dan praktis, dibuktikan dengan 1) rata-rata jumlah validasi ahli 3,76 atau dalam kategori sangat tinggi, 2) penilaian penerapan model di lapangan adalah 0,8 atau dalam kategori sangat baik, dan 3) rata-rata skor tanggapan siswa terhadap penerapan model ini adalah 0,8 atau dalam kategori sangat baik.Kata Kunci: Gunakan huruf Garamond 11 italic, 3-5 kata penting yang mewakili tulisan, disusun urut secara alphabetic.

Kata kunci: keterampilan interpersonal, Pendidikan Agama Islam, model pembelajaran dikembangkan

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A. Introduction

Interpersonal skill is an ability that can be learned and can be developed. Everyone naturally has the motivation to interact with other people and their environment, but skills in interacting are not innate, but an ability that continues to be learned throughout life. This assumption is related to the theory of symbolic interaction, that babies born are not social and anti-social, but they are as. Initially,, babies are born not knowing how they can interact with their environment, they do not know what they can do or what they cannot do, but these abilities can continue to be learned when they interact with their environment. Experience is the best way to improve interpersonal skills.

Everyone has interpersonal skills, it's just that they have different skill levels, some are low and some are high. Nevertheless, like any other skill, interpersonal skills can be improved through conscious, planned effort [1]. One conscious effort that can be made to improve one's interpersonal skills is through learning at school. Several studies show that interpersonal skills can be improved through cooperative learning models [2]. The assumption of the implementation of cooperative learning is that this learning can stimulate the activities of students to interact, communicate, and solve problems collaboratively [3].

These assumptions are the basis for developing interpersonal learning models in Islamic religious education subjects. This model designs learning by creating a wider space for students to interact, work together, and communicate in solving social problems in groups. This model likens the school to the order of social life, so learning is a process of preparing students to be able to live their social life [4]. The principle of cooperation in classroom learning is a prerequisite for being able to face various complex life problems in a democratic society. The class is said to be a place for cooperative creativity, while students are active participants in all aspects of school life, setting goals for what they do and groups being used as social media.

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[1] Charles R. McConnell, "Interpersonal Competence in the Management of People:," *The Health Care Manager* 37, no. 4 (2018): 358, https://doi.org/10.1097/HCM.0000000000000237.

[2] Robyn M Gillies, "Cooperative Learning: Review of Research and Practice," *Australian Journal of Teacher Education* 41, no. 3 (2016): 42.

[3] Don W Jordan and Joanna Le Métais, "Social Skilling through Cooperative Learning," *Educational Research* 39, no. 1 (1997): 3.

[4] George R Knight, *Filsafat Pendidikan* (Yogyakarta: Gama Media, 2007), 185–86.

In line with the thinking reconstructionist which regards schools as agents of change, the consequence is to make learning a consensual validation process, namely experimental investigation activities aimed at finding the truth, which is carried out using active group discussions and rejecting individual learning processes.[5].

Although many learning models based on group learning have been well designed. In reality, there are still many difficulties in implementing them. A study identified some of these difficulties, including students socializing during group activities but not working, ineffective timing, lack of preparation, the inability of teachers to determine the success of group works that include in managing group composition, tasks to be carried out in groups, social skills training needed, and assessment of learning that occurs in groups [6], the lack of meaningfulness in the academic subject studied. So that, the students do not understand the importance of leading a material and do not have sufficient skills in solving problems. It can give the impact on the result of their inability to integrate the knowledge that they already have into new concepts and their disinterest in learning. Based on the concepts and data previously described, this article aims to develop a learning model to improve practical and effective interpersonal skills.

Islamic religious education has the main goal of forming students to have personal piety (someone who has the devotion to worship Allah) and at the same time social piety (interpersonal skills). Therefore, the scope of the study of Islamic religious education includes aspects of monotheism and aspects of muamalah, one of which discusses the concept of interpersonal relationships. Based on the description above, the development of the interpersonal learning model has a goal compatibility with Islamic religious education, so that the application of the prototype model developed in this subject is expected to encourage the achievement of the expected learning objectives.

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[5] Theodore Brameld, "Reconstructionism as Radical Philosophy of Education: A Reappraisal," vol. 42 (Taylor & Francis, 1977), 70.
[6] Robyn M Gillies and Michael Boyle, "Teachers' Reflections on Cooperative Learning: Issues of Implementation," *Teaching and Teacher Education* 26, no. 4 (2010): 933.

The concept of developing an interpersonal learning model is also expected to be one of the solutions in improving the existing PAI learning design. Research conducted by the Centre for Research and Development of Religious Life of the Ministry of Religion of the Republic of Indonesia in 2019, by conducting an inferential Structural Equation Modelling (SEM) statistical test, it was found that the influence of knowledge on social piety was in the weak category with a value of 0.096[7]. This means that the learning process of Islamic religious education is not enough just to convey knowledge, but must be able to instill attitudes, and values [8].

The novelty of the learning model to improve interpersonal skills developed in this study is that it can bridge the improvement of students' interpersonal skills through learning models that apply cooperative and contextual learning principles in a series of learning processes. The implementation of this model is to present each topic of Islamic religious education learning in the form of conflict resolution in everyday life associated with the material being studied, and I groups of students the task of conducting investigations in solving them by offering solutions based on the knowledge they have understood. The steps in the interpersonal learning model are clear, simple, and adaptable. Besides, this model can be implemented in other learning materials that are suitable with the aims of interpersonal skills. The interpersonal learning model in this study is defined as a learning model based on solving problems in everyday life by developing a democratic and cooperative culture in learning, which is expected to enhance learning outcomes in the form of academic skills as well as interpersonal skills.

The interpersonal learning model arises because of the basic assumptions about the nature of humans as social beings, who are interdependent and work together in living their lives. The basic assumptions about the human adopted as the basis for developing interpersonal learning, namely the achievement of learning outcomes obtained through social models that focus on human social behavior, how to study social behavior, and how these social interactions can enhance academic

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[7] Raudhatul Ulum et al., *Indeks Kesalehan Sosial 2019*, 1st ed. (Jakarta: Litbangiklat Press Kementerian Agama RI, 2020), 99.
[8] Muhamad Parhan and Bambang Sutedja, "Penerapan Pendekatan Pembelajaran Kontekstual Dalam Pendidikan Agama Islam Di Universitas Pendidikan Indonesia," *TARBAWY: Indonesian Journal of Islamic Education* 6, no. 2 (2019): 116.

learning outcomes. The initiators of the social learning model believe that the main purpose of education is to prepare citizens who will develop democratic and integrated behavior, both at the personal and social levels, and increase the standard of living based on social democracy.

The interpersonal learning model adopts the principles of the social learning model that makes school a productive small community living with a cooperative learning culture, as a means to acquire knowledge and develop various skills, so that the interpersonal learning model opposes individual learning models which are considered to only lead to competition. Unhealthy. The social learning model chosen in this study is a group investigation model in collaboration with a contextual learning model. The collaboration of these two models emphasizes the principle of cooperation in learning and teaching materials in contextual teaching.

Conflicts in everyday life that are presented on each learning topic in the interpersonal learning model are intended to provide a meaningful experience and as a complex problem that is deliberately presented to stimulate group responsibility in solving them.. The process is expected to encourage social dynamics, providing opportunities for students to communicate or interact actively with other students intensively in a team. So that, the students' interpersonal skills can develop in natural situations without coercion and intimidation.

The interpersonal learning model places students as individuals who are active in learning. In line with the constructivist view, that students are people who actively develop knowledge for themselves. The teacher's job is not to deliver lessons traditionally several swith students, but the teacher's job is to build situations in such a way that students are actively involved in learning.[9]. Learners are key players; they must participate in generating meaning or understanding, and they must involve themselves in internalizing and reshaping or changing information actively. The students build understanding from within, not from external sources [10]. In the interpersonal learning model, the active participation of

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[9] Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed (Boston: Pearson, 2012), 323–24.

[10] James Davison Hunter, *The Death of Character: Moral Education in an Age Without Good or Evil* (Hachette UK, 2008), 72–73.

students can be seen from the effectiveness of group work which has three indicators, including if each group member listens to each other's opinion, respects each other, and has a shared commitment to complete group assignments .

While the task of the teacher in the interpersonal learning model is as a facilitator and academic supervisor, teachers can start learning by presenting basic conflicts as an introduction. So that, students are encouraged to explore problems, analyze them, take a position themselves in roles, toe action, and evaluate the results obtained. Besides, the teachers also encourage students to use various learning resources as references.[11]. They must also develop team-buildings in groups to make an effective group[12].

B.   Characteristics of interpersonal learning model

Based on the model development carried out, the interpersonal learning model has several main characteristics, including:

a.   Learning is student-centered. Learners as active learning subjects.

b.   The teacher's role is as a facilitator and academic supervisor. the task of the teacher is to facilitate the convenience of students in learning, motivate students to be actively involved in learning, streamline group work, and direct learning so that it does not get out of the goal to be achieved.

c.   Learning is based on conflict resolution in real life.

d.   Learning experience is obtained through the inquiry process. This means that the learning experience is obtained by an empirical and democratic research process. Knowledge is not several facts resulting from remembering, but the result of the process of discovering for themselves, thus, in the planning process, the teacher is not only preparing several materials that must be memoized, but designing learning that encourages students to construct their knowledge through empirical investigation activities.

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[11] H Thelen, *Education and the Human Quest* (New York: Harpe and Row, 1960), 82.
[12] Céline Buchs and Fabrizio Butera, "Cooperative Learning and Social Skills Development," *Collaborative Learning: Developments in Research and Practice*, January 1, 2015, 2.

e. Creating a democratic climate in learning. The teacher creates an atmosphere of openness in learning, where students have the widest opportunity to express opinions, defend their ideas, and explain the information they have.

f. Positive interdependence. Encouraging students to have feelings of mutual need, discuss, appreciate, and cooperate, and have shared responsibility for completing group assignments.

g. Face to face. The investigation process does not have to occur in the classroom, but after the investigation process is complete, it is necessary to have face-to-face meetings in a class discussion forum to present the results of group work, assess them and give awards. Discussions in class are useful in encouraging students to develop speaking skills, express opinions, and respect other people's ideas. These skills are indicators of interpersonal skills.

h. Evaluation. This evaluation activity is carried out as a control function for teachers on the results of group and individual performance. Authentic assessment is used to measure student performance more comprehensively which includes attitudes, skills, and knowledge.

C. Method

1) Development procedure

This research is development research that produces an interpersonal learning model. The development design (R&D) in this study was adopted from Borg & Gall (1989), which consists of ten steps, namely (1) collecting the research and information (early data collection), (2) planning (planning), (3) developing preliminary form of product (developing the initial form of the product), (4) doing preliminary field testing (initial testing), (5) getting main product revision (revision of the main product), (6) doing main field testing (testing the main product), (7) getting operational product revision, (8) doing operational field testing, (9) getting final product revision, (10) doing dissemination and implementation [13]. Furthermore, the researcher categorizes the R&D design into four main steps as a

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[13] walter R Borg and Meredith Damien Gall, *Educational Research: An Introduction* (New York: Longman, 1989), 784–85.

development procedure in this study, which consists of (1) preliminary stage, (2) design and development stage, (3) assessment stage, and (4) dissemination stage. The development procedure in this study is presented in the following figure.
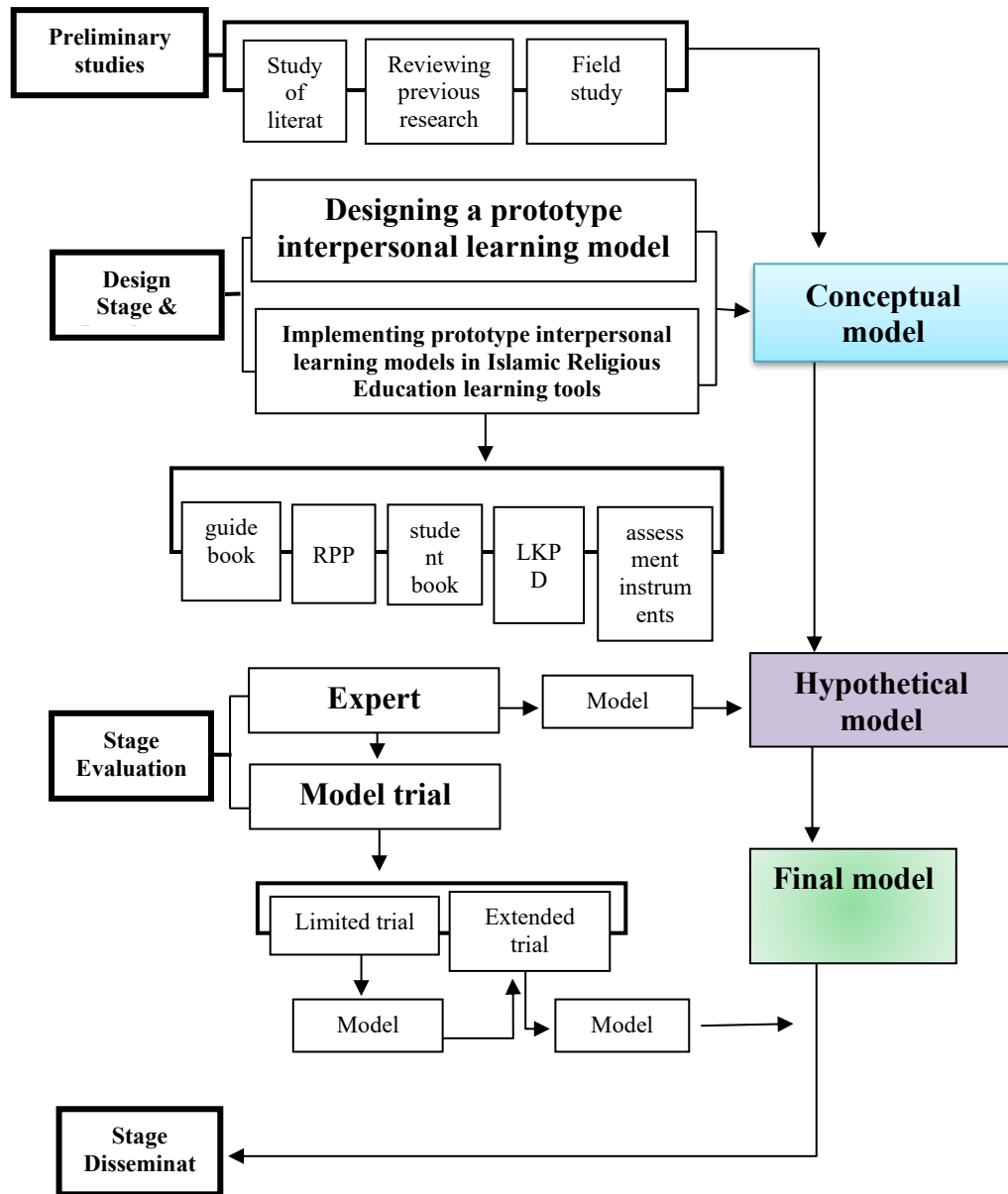

Figure 1. Research and Development Procedure of Interpersonal Learning Model

2) *Population and sample*

The sample of this study involved 116 7th grade students at the junior high school level in Indonesia. The sample was divided into 2, namely the control group and the experimental group in the trial application of the resulting learning model.

3) *Instruments and procedures*

In this research, data collection techniques were carried out to see the validity of the development of interpersonal learning models applied to the subjects of Islamic religious education, practicality testing, and testing the effectiveness of the application of interpersonal learning models with the following description.

a. Questionnaire

This questionnaire technique was used to obtain data on student responses to the application of the interpersonal learning model. Response questionnaires were given to students in the trial class to obtain data on the practicality of the developed model.

b. Observation

The observation technique was used to collect data regarding the validity of the resulting model and the application of the model during class trials. Model validity data were obtained by observing the developed learning models and devices, while model applicability data was obtained by observing when the model application was tested in the classroom and carried out by three observers.

Research questions

1. How to develop an appropriate interpersonal learning model in Islamic religious education subjects?
2. How is the practicality of the interpersonal learning model in Islamic religious education subjects developed?

D. Results and Discussion

1) Preliminary study

The interpersonal learning model was developed because the application of cooperative learning as a model to improve existing interpersonal skills has not been going well.The principle of cooperative learning should be able to encourage the activities of all group members to participate in the completion of certain tasks, using various techniques and models, for example in the form of games, creativity development, project implementation, or solving certain problems. The cooperative learning process is expected to bring up social dynamics that will have an impact on improving learning outcomes and the potential of students' interpersonal skills[14]. However, according to the description in the previous data, if there are still difficulties in applying the cooperative learning model, the active role of individuals in the group that is expected to occur in the learning process cannot run well.

Based on the concepts and data described previously, the writer then formulated a learning model to improve interpersonal skills by collaborating the group investigation model with the contextual model. This new formulation is expected to encourage the occurrence of social dynamics in the learning process effectively, by presenting learning topics for Islamic religious education subjects in the form of solving problems in everyday life. The conflict presented in the learning aims to stimulate the learning activities of students in the community who always maintain a dialogical relationship, mutual trust, and positive dependence in solving various problems in everyday life.

The concept of the developed interpersonal learning model is also by efforts to increase social piety in learning Islamic religious education, in addition to requiring religious education that is providing knowledge and understanding, it also requires efforts that are fostering and convincing religious values and then willing and able to implement it in real life. So that the application of this model is expected to encourage the achievement of PAI learning objectives more optimally.

2) Design and development stage

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[14] Dewi Salma Prawiradilaga, *Wawasan Teknologi Pendidikan*, 1st ed. (Jakarta: Kencana, 2012), 314.

Furthermore, the development of a prototype conceptual model of interpersonal learning that describes learning syntax, social systems, teacher roles, support systems, and learning impacts, as described in the following chart.
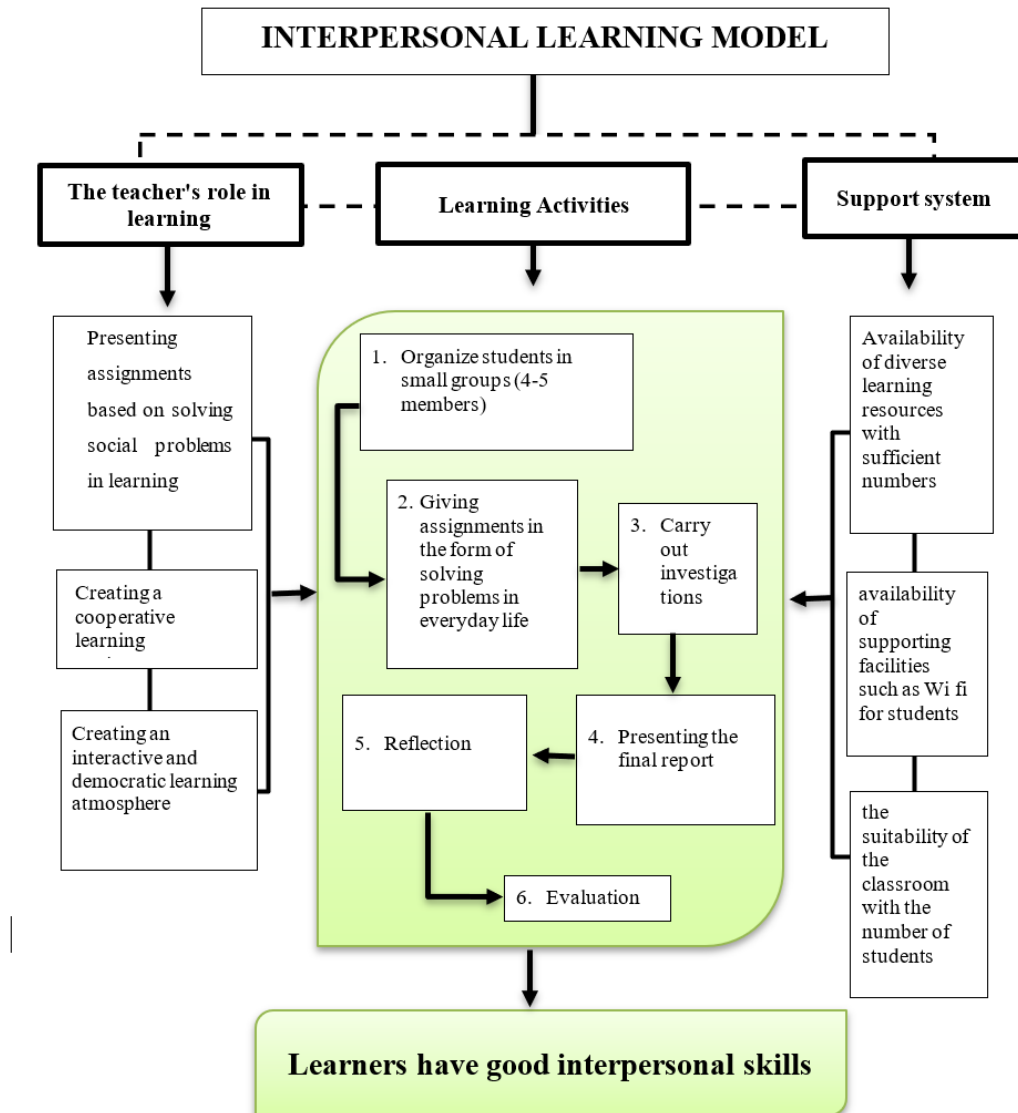

Figure 2. Conceptual Model of Interpersonal Learning

3) Assessment stage

The prototype was then assessed by three experts in the field of learning. The Likert scale is used for the choice of answer categories contained in the instrument with a scale of four, namely: very good (4), good (3), not good (2), and not very good (1). The results of the average value of the validation are then matched with the

classification of the value scale made to produce a decision on the feasibility of using the developed learning product. The product can be used if it meets the assessment classification in the good and very good categories. The classification of the rating scale in this study was made by first determining the interval distance. The range of assessment scores is 1-4, so the classification of the assessment results is as follows.

Table 1. Expert Validation Data Assessment Criteria

Score Range	Criteria	Information
> 3.25-4.00	Very good	proper to use
> 2.50-3.25	Well	proper to use
> 1.75-2.50	Enough	Not worth using
1.00-1.75	Not enough	Not worth using

Source:[15]

The average results of expert validation on the developed interactive learning model show a very good category, which means that it is feasible to be applied. The assessment indicators of the model include: objective research, theoretical basis, syntax, and learning activities are presented in the following table.

Table 2. Interpersonal Learning Model Validation Results

No	Learning Model Components	Rating Indicator	Validator 1	2	3
a.	Syntax	The suitability of the interpersonal learning model with the theoretical foundation that builds it	4	3	4
		Suitability of learning activities to improve interpersonal skills	4	4	4
		Clarity of learning activities in each learning phase	4	4	4
		Learning activities are arranged hierarchically according to the stages of developing interpersonal learning models	4	4	3
b.	Social system	Learning activities based on problem-solving	4	4	4
		Learning activities encourage the group investigation process	3	4	4
		Learning activities show the role of students as the main actors in learning	3	4	4
c.	Teacher's role/duties	Clarity of the statement of the teacher's role as a facilitator in learning	3	4	4

[15] Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, 3rd ed. (Yogyakarta: Pustaka Pelajar, 2018), 190–91.

		Clarity of statement of teacher's role as academic counselor/supervisor	4	3	4
d.	Support system	The suitability of the preparation of learning tools with the concept of developing interpersonal learning models	4	4	4
		Clarity of the statement of the teacher's role as a facilitator in learning	4	4	4
		Clarity of statement of teacher's role as academic counselor/supervisor	3	4	4
e.		The suitability of the learning impact and accompanying impact described with the development of interpersonal learning models	4	3	4
Overall average			3.80		
Category			Very good		
Interpretation			Proper to use		

4) Trial stage

The trial phase in this study was carried out 2 times, namely a limited trial conducted on a small sample consisting of 29 respondents, and then an expanded trial conducted on a larger sample of 87 respondents. In these two trials, data related to the applicability of the developed learning model and student responses were obtained after following the lesson by applying the developed learning model. Both of these instruments use answer categories with a scale of "yes" (score 1) and "no" (score 0). The resulting data is then analyzed by calculating the average score for each assessment category and comparing it with the rating scale made by first making the interval distances as follows:

Table 3. Assessment Criteria for Model Applied Data and Student Responses

Score Range	Criteria	Information
> 0.75-1.00	Very good	Practical and worth using
> 0.50-0.74	Well	Practical and worth using
> 0.25-0.49	Enough	Impractical and not worth using
0.00-0.24	Not enough	Impractical and not worth using

Source:[16]

The results of observations of the application of the interpersonal learning model in a limited trial showed the average score was in the range of 0.80 which means it was in the very good category, the description of the data is presented in the following table.

Table 4. Results of Applied Observations

Interpersonal Learning Model on Limited Trial

Rating category	Teacher activities		Student activities	
	Average Value	Criteria	Average Value	Criteria
Problem recognition stage	0.89	Very good	0.75	Very good
Investigation Stage	0.89	Very good	0.63	Well
Presentation Stage	0.75	Very good	0.89	Very good
Reflection Stage	0.89	Very good	1.00	Very good
Evaluation Stage	0.75	Very good	0.67	Very good
Total average score	0.8	Very good	0.8	Very good

Data from student responses in the limited trial showed a positive response to the application of the interpersonal learning model with an average score in the range of 0.76 with a very good category. The data are presented in the following table.

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[16] Widoyoko, 190–91.

**Table 5. Data on Student Response Results
Against Learning in Limited Trials**

No	Sub Aspect	Average Value	Criteria
1.	Interest in group learning strategies	0.7	Very good
2.	Interest in learning strategies with problem-solving	0.8	Very good
3.	Interest in-class discussion strategies in learning	0.9	Very good
4.	Interest in using Worksheets	0.8	Very good
5.	Ease of understanding the assignments given by the teacher	0.8	Very good
6.	Ease of understanding the instructions for working on the worksheet	0.9	Very good
7.	Ease of understanding the tasks in the Worksheet	0.8	Very good
8.	Interesting problems presented in the Worksheet	0.8	Very good
9.	Group learning strategies make learning easier	0.6	Well
10.	Interested in participating in class discussions	0.6	Well
11.	Motivated to be actively involved in completing tasks	0.6	Well
12.	Motivated to communicate and cooperate with other friends	0.8	Very good
13.	Average score	0.8	Very good

The data from the limited trial described above shows that the interpersonal learning model developed is proven to be practical, but there are some notes of improvement, including The teacher gives an introduction to the material first, then relates some social conflicts to the material being studied, Makes corrections and simplifications of sentences orders so that at the next meeting there will be no difficulties for students in understanding the commands in the worksheet, a description of the division of tasks for each individual in the group is carried out to stimulate each individual to play an active role in group work according to their duties, good teaching skills are needed in facilitating learning. After revision, an expanded trial was carried out with the results of data analysis as follows:

Table 6. Applied Observation Data

Interpersonal Learning Model in Extended Trial

Rating category	Teacher activities		Student activities	
	Average Value	Criteria	Average Value	Criteria
Problem recognition stage	0.88	Very good	0.75	Very good
Investigation Stage	0.94	Very good	0.81	Very good
Presentation Stage	0.75	Very good	0.94	Very good
Reflection Stage	0.89	Very good	1.00	Very good
Evaluation Stage	0.75	Very good	0.67	Well
Total average score	**0.8**	**Very good**	**0.83**	**Very good**

The results of observations of the applicability of the learning model in the expanded trial in the table above show the average score of the activities carried out by the teacher is 0.86 which means the criteria for the applicability of the model are very good, while the average score of student activities also shows very good criteria with a score range of 0.83. This shows that the interpersonal learning model can be implemented in learning well. While the attractiveness of the application of the interpersonal learning model is shown in the student response data in the following table.

Table 7. Data on Student Response Results in the expanded trial.

Aspect	Average score	Category	Interpretation
A. Strategy	0.85	Very good	Very effective
B. Delivery	0.85	Very good	Very effective
C. Management	0.90	Very good	Very effective
Overall average	0.87	Very good	Very effective

The student response data in the table above shows a very good response in every aspect with an overall average of 0.87. The data above proves that the application of the interpersonal learning model is very practical.

5) *Dissemination* **stage**

After the trial was expanded and revised several times, the final interpersonal learning model was produced. Furthermore, socialization and training on the application of the interpersonal learning model to the Islamic religious education teacher bond were carried out. the purpose of this activity is to

introduce and motivate teachers to apply interpersonal learning models in the classroom.

6) *Analysis*

The interpersonal learning model in this study is defined as a learning model based on problem-solving in everyday life, by developing a democratic and cooperative culture. This is based on the assumption that the class should be a miniature society that can overcome various problems. This process is expected to increase students' knowledge and encourage the formation of social groups with higher effectiveness than before.

Group learning is a very effective way to improve students' interpersonal skills. This is because, through group collaboration, students can learn from each other (peer teaching), there is an interaction between members, increase positive feelings with one another, increase self-esteem, and increase the ability to work together productively. therefore the concept of the interpersonal learning model is designed in such a way that it can increase the cooperative activities of students in the learning process.

In line with the above opinion, the development of interpersonal skills will be effective when the learning process involves students actively in listening activities, identifying and responding to conversations, and the ability to manage themselves in a discussion. Teachers are advised to be able to deconstruct the interaction skills of these students through a cognitive learning approach with diverse content, to facilitate various kinds of differences in students, to do repetition continuously, and to be done those activities in an effective learning environment[17].

Experience is also an effective way to improve interpersonal skills. Based on this statement, it is necessary to provide real learning experiences to students in developing their interpersonal skills. Therefore, in addition to applying the cooperative learning principle, the interpersonal learning model in this study applies the contextual learning principle, which is to relate each material learned to everyday life. The application of contextual learning is carried out by presenting

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[17] Vicki A. Jackson and Anthony L. Back, "Teaching Communication Skills Using Role-Play: An Experience-Based Guide for Educators," *Journal of Palliative Medicine* 14, no. 6 (June 2011): 775, https://doi.org/10.1089/jpm.2010.0493.

conflicts or problems in everyday life as materials that must be resolved through the investigation process. The difficulties that will arise from presenting the problem are expected to be a positive impetus for students to work together in solving them (group cohesion).[18].

Encouraging group cohesion is very necessary for the learning process to improve interpersonal skills, this is because group cohesion will affect the occurrence of effective interaction and communication processes in learning. Group cohesion is characterized by concern among group members to help each other for mutual success[19].

The principle of contextual learning in this model also aims to provide meaningful experiences to encourage students to apply their knowledge in real life, meaning that students can not only understand the material they are learning but how the subject matter can color their behavior in everyday life. The subject matter is not piled up in the brain and then forgotten[20]. In the context of applying the interpersonal learning model to Islamic religious education subjects, it is also intended to train students to solve problems in everyday life based on the religious values that have been studied, so that it can encourage students' understanding of how this learning can be related and contribute to their lives.

E.   Conclusion

Based on the study and development results, it was found that a decent interpersonal learning model to improve interpersonal skills was obtained, which was applied to Islamic Religious Education (PAI) subjects. The components of this learning model consist of a prototype model that is described through the learning structure (syntax), social systems, teacher roles/tasks, support systems, learning impacts, and accompanying impacts.

Based on the results of the trial, it was proven that the implementation of the interpersonal learning model in PAI subjects proved effective, this can be seen from

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[18] Robert E. Slavin, "Cooperative Learning in Elementary Schools," *Education 3-13* 43, no. 1 (January 2, 2015): 6, https://doi.org/10.1080/03004279.2015.963370.
[19] Slavin, 10.
[20] Hamruni, *Strategi Dan Model-Model Pembelajaran Aktif Menyenangkan* (Yogyakarta, 2009), 177.

the observation data on the implementation of the interpersonal learning model in the classroom and the student's responses to the application of the model showed very good results.

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Gillies, Robyn M, and Michael Boyle. "Teachers' Reflections on Cooperative Learning: Issues of Implementation." *Teaching and Teacher Education* 26, no. 4 (2010): 933–40.

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