



Investigating the Interpersonal Intelligence of Social Science Educators using a Phenomenological Methodology in Primary Education

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ABSTRACT

Interpersonal intelligence is an important component in the teaching profession that enables them to understand and build effective relationships with students. This study aims to explore the interpersonal intelligence of social education teachers in primary schools in the Manggarai region, which has unique social and cultural characteristics. This study used a qualitative approach with a phenomenological design. Data were collected through in-depth interviews and classroom observations of twelve social education teachers who have a minimum of five years of teaching experience. Data analysis was conducted using a thematic approach and triangulation of methods to ensure the validity of the findings. The findings show that teachers have a diverse understanding of interpersonal intelligence, which is mostly formed through teaching experience. Teachers successfully implement various learning strategies that integrate local wisdom values, but also face challenges such as limited time and resources. This research confirms the importance of interpersonal intelligence in improving the effectiveness of social education learning in primary schools. The results of this study provide a basis for developing strategies to improve teachers' interpersonal competencies as well as education policies that are more responsive to local needs in Manggarai.

Keywords: interpersonal intelligence; phenomenological approach; teachers; social studies subjects.

INTRODUCTION

Interpersonal intelligence is one of the important components in the teaching profession that allows a teacher to understand, interact, and build effective relationships with students (Yuliansyah et al., 2018). In the context of learning in elementary schools, especially in Social Sciences (IPS) subjects, teachers' interpersonal intelligence has become increasingly crucial considering the characteristics of this subject, which emphasizes the understanding of social interaction and community life (Setyan, 2014). Teachers' ability to build emotional and social connections with students can significantly affect the effectiveness of the learning process and the achievement of social studies learning goals.

In the Greater Manggarai region, which has distinctive socio-cultural characteristics, the role of social studies teachers in elementary schools is not only limited to knowledge transfer but also includes the formation of students' character and social skills. Teachers' interpersonal intelligence is an important instrument in integrating local cultural values with social studies learning materials and in facilitating students' understanding of social dynamics in their

environment (Maskuroh, 2023). However, so far, no comprehensive study has explored the interpersonal intelligence of elementary school social studies teachers in this region. Howard Gardner, through his theory of compound intelligence, defined interpersonal intelligence as the ability to understand and respond appropriately to the moods, temperaments, motivations, and desires of others (Jumiati, 2023). In the context of learning, interpersonal intelligence includes the ability of teachers to read and respond to students' learning needs, build effective communication, and create a supportive and collaborative learning environment.

The implementation of teachers' interpersonal intelligence in social studies learning has a significant impact on the cognitive and social-emotional development of students. Through the ability to read and respond to students' individual needs, teachers can adapt learning strategies suitable for each child's characteristics and learning styles (Octavia, 2023). This creates a more personalized and meaningful learning experience, where students not only understand social science concepts theoretically but can also relate them to the realities of daily life (Solissa et al., 2024). More than that, teachers' interpersonal intelligence facilitates the formation of students' character and social skills through positive modelling and interaction.

The urgency of applying teachers' interpersonal intelligence in social studies learning is also reflected in their role in building a collaborative and inclusive learning community. Teachers with high interpersonal intelligence can create a learning environment that encourages dialogue, discussion, and exchange of ideas between students (Safitri, 2020). This ability is essential considering that social studies subjects not only aim to transfer knowledge but also form social awareness and the ability to interact in a pluralistic society. Through a learning approach based on interpersonal intelligence, teachers can help students develop empathy, tolerance, and social sensitivity, essential competencies in social studies learning (Wahyuni et al., 2024).

This study uses a qualitative approach with phenomenological design to explore and understand the subjective experience of social studies teachers in Manggarai Raya in applying their interpersonal intelligence. The phenomenological approach was chosen because of its ability to reveal the essence of individual life experiences, in this case, how teachers understand and interpret their interactions with students in the context of social studies learning (Nugraheni et al., 2023). In addition, this research focuses on exploring the manifestations of teachers' interpersonal intelligence in daily learning practices, including how they build relationships with students, manage classroom dynamics, and face challenges in the learning process (Maskur et al., 2023). This research will also examine how teachers' cultural backgrounds and professional experiences affect the development and application of their interpersonal intelligence.

This in-depth understanding of social studies teachers' interpersonal intelligence is expected to significantly contribute to the development of social studies learning practices in elementary schools. The research results can be the basis for formulating strategies to improve teachers' interpersonal competence, which in turn will impact improving the quality of social studies learning in elementary schools. Furthermore, this research is also expected to provide new insights into the role of interpersonal intelligence in the context of basic education in areas

with distinctive socio-cultural characteristics, such as Manggarai Raya. This understanding is important for developing teacher professionalism and formulating education policies that are more responsive to local needs.

The aims of this study are to identify and analyze how the interpersonal intelligence of social education teachers in primary schools in the Manggarai region is applied in the learning process. This study also aims to explore teachers' subjective experiences in building interpersonal relationships with students and how this affects classroom dynamics and learning effectiveness. In addition, this study explores the influence of teachers' cultural background and professional experience on the application of interpersonal intelligence in learning. Furthermore, this study aims to develop recommendations to improve teachers' interpersonal competence and formulate education policies that are responsive to local needs in the Manggarai region. Thus, this research is expected to provide new insights into the role of interpersonal intelligence in the context of basic education in a region with unique social and cultural characteristics.

RESEARCH METHODS

This study examines the interpersonal intelligence of elementary school social studies teachers in Manggarai Raya through a qualitative approach with phenomenological design (Benny Syahputra & Noviansyah, 2021). Based on Howard Gardner's theory of multiple intelligence, interpersonal intelligence is the ability to understand and interact effectively with others, which in the context of education plays an important role in building positive relationships between teachers and students, colleagues, and students' parents. With a phenomenological design, this study delves into teachers' subjective experiences interacting with the school community, focusing on experiences, views, and practices in building interpersonal relationships during social studies learning (Brinkmann & Friesen, 2018). Twelve social studies teachers from SDN Purek SDN Pajo, SDI Pedak, MIN 2, SDI Wase Wengke, SDI Watu Mundung, SDI Timung, SDI Wae Waru, SDN Anam, SDK Pagal 1, SDK Kole, SDI Nggawang) spread across Manggarai Raya, were selected as research subjects. The technique for determining these 12 teachers uses *purposive sampling*, with a minimum of 5 years of teaching experience. Participant demographic data were collected to obtain a comprehensive picture.

Data collection uses semi-structured in-depth interviews and classroom observations. The interviews explored teachers' understanding, experiences, and reflections related to interpersonal intelligence, including strategies and challenges faced. Classroom observation was carried out to observe verbal and non-verbal interactions and teachers' responses to classroom dynamics. The data was analyzed using a thematic approach through the stages of transcription, open coding, identification of key themes, and interpretation based on interpersonal intelligence theory. The validity of the data is guaranteed through the triangulation of methods, which combines interview data, observations, supporting documents, and *member checking* to ensure the accuracy of interpretation (Cudjoe, 2023). This research is expected to provide an in-depth understanding of the role of interpersonal intelligence in social studies teaching at the elementary school level and its contribution to learning effectiveness.

RESULTS AND DISCUSSION

Semi-Structured Interview

A series of in-depth interviews were conducted with 12 elementary school social studies teachers in Manggarai to explore their perspectives and experiences in applying interpersonal intelligence in the learning process. The findings revealed a mixed understanding of the concept among the teachers, with most emphasizing the significance of fostering positive relationships with students and creating an inclusive learning environment. It was also noted that some teachers' understanding of interpersonal intelligence developed through years of teaching experience rather than solely from formal education. The daily interactions with students from various cultural backgrounds in Manggarai have shaped their awareness of the importance of social sensitivity and the ability to read students' individual needs. The teachers also reflected that interpersonal intelligence is not just about communication skills but includes empathy, cultural sensitivity, and the ability to manage complex classroom dynamics. In the context of learning strategies, teachers implement various approaches that reflect the application of interpersonal intelligence. They have developed learning methods that integrate the values of Manggarai's local wisdom with social studies materials, such as folklore, traditional games, and examples of local social life as learning media. Teachers have reported success in using cooperative learning approaches tailored to the characteristics of local students, where they considered patterns of social interaction typical of Manggarai society.

The implementation of strategies such as providing personalized attention to students facing learning challenges, utilizing regional languages to foster emotional connection, and designing activities that involve interaction with the surrounding community have also been adopted. Teachers underscored that the efficacy of these strategies is contingent upon their capacity to comprehend students' socio-cultural context and establish trust with the school community. Addressing the challenges encountered, teachers identified several substantial impediments to the implementation of interpersonal intelligence in social studies education. Time constraints and onerous administrative burdens impede teachers' ability to provide optimal individualized attention to students. Teachers also reported challenges in managing classes with students of diverse abilities, and the limited infrastructure and learning resources in the Manggarai area pose a significant challenge. Another concern is the digital divide and unequal access to information, which hinders teachers' ability to develop contextual and technology-based social studies learning. Teachers also face challenges in balancing the demands of the national curriculum (the Independent Learning curriculum) with the need to integrate local values and develop students' social skills. Despite various challenges, teachers have demonstrated resilience and creativity in finding solutions, such as networking with fellow teachers, utilizing local resources, and continuing to develop themselves through various professional development activities.

Classroom Observation

A comprehensive case study of 12 primary social studies teachers in Manggarai reveals a multifaceted landscape of interaction patterns in managing classroom learning. The analysis of verbal communication reveals a predominant tendency among teachers to employ lucid language, often incorporating local terminology to foster a sense of familiarity and contextual relevance. A subset of these teachers exhibits a high degree of proficiency in providing structured instruction and employing effective questioning techniques to stimulate student engagement. Furthermore, variations in the use of intonation and voice volume were observed, with more experienced teachers demonstrating a higher degree of proficiency in voice variations

to maintain student attention and foster a dynamic learning environment. In situations that necessitate specialized handling, such as dealing with students who are struggling to concentrate or comprehend, the majority of teachers exhibited patience and the capacity to re-explain in various ways.

Observations of nonverbal communication revealed noteworthy aspects of teachers' interpersonal intelligence. Teachers' facial expressions, gestures, and postures generally reflect openness and friendliness, thereby creating a comfortable learning atmosphere for students. Some teachers are very expressive in using body language to explain social studies concepts, especially when discussing topics of social and cultural interaction. Consistent eye contact with all students indicates the teacher's ability to make personal connections and monitor student understanding. Observations further revealed that teachers with high interpersonal intelligence exhibited superior ability in reading nonverbal cues from students, such as expressions of confusion or discomfort, and responding appropriately. The physical distance and mobility of the teacher are critical components of facilitating effective interaction and classroom management.

Teachers demonstrate variability in their degree of flexibility and adaptability in responding to classroom dynamics. Some teachers are regarded as highly skilled at managing transitions between learning activities and responding promptly and effectively to changes in the classroom situation. Teachers with high interpersonal intelligence have been observed to effectively manage situations involving disruptive behavior or conflicts among students, ensuring that the learning environment remains uninterrupted. Furthermore, observations indicate that effective social studies teachers can adeptly balance the need to maintain authority with the cultivation of warm relationships with students. Teachers who can provide positive verbal and nonverbal reinforcement have been observed to foster a supportive and motivating learning environment. However, some teachers continue to face challenges in effectively managing time and catering to the diverse needs of students in large classes, underscoring the need for further development in these areas.

Supporting documents

A comprehensive analysis of the learning support documents of 12 primary school social studies teachers in Manggarai yielded several salient findings pertaining to the integration of interpersonal intelligence in learning planning. An analysis of the learning implementation plan (RPP) indicates that the majority of teachers have endeavored to incorporate aspects of interpersonal intelligence in their learning planning, albeit with varying degrees of depth. The curriculum and lesson plans demonstrate a formulation of learning objectives that not only emphasizes the cognitive aspect but also incorporates the development of students' social and emotional skills. In the context of social studies education, some teachers explicitly enumerate indicators related to the capacity for interaction, cooperation, and empathy. Furthermore, these documents also demonstrate teachers' efforts to integrate the values of Manggarai local wisdom into their learning planning, reflecting sensitivity to students' socio-cultural context.

An analysis of the teaching modules and materials developed by teachers reveals variations in the integration of aspects of interpersonal intelligence. Teachers have developed learning materials that are rich in content and include contextual examples and activities that promote positive social interactions. The teaching materials frequently incorporate case studies, folklore, and illustrations pertinent to students' daily lives in Manggarai, facilitating the comprehension of social studies concepts and the development of their social skills. However, it was also found that some teaching materials still tend to be textual and do not optimally address the development of interpersonal intelligence. In some cases, a discrepancy has been observed

between the content outlined in the syllabus and the materials provided, underscoring the necessity for the development of more integrated and comprehensive materials.

The analysis of assessment tools offers a comprehensive overview of how teachers evaluate the development of students' interpersonal intelligence in social studies learning. The assessment tools employed in this context encompass a diverse array of instruments, including social behavior observation sheets, group work evaluation rubrics, and portfolios that serve to document students' development of social skills. Teachers have developed assessment instruments that are sufficiently comprehensive to measure conceptual understanding as well as the ability to interact, communicate, and collaborate with peers. However, it has been observed that the majority of assessment tools prioritize cognitive aspects, while systematically evaluating the development of students' interpersonal intelligence is often overlooked. This finding underscores the necessity for the development of a more balanced and holistic assessment system that can effectively measure and document the development of students' interpersonal intelligence in the context of social studies learning.

Discussion

The interviews, observations, and document reviews of 12 elementary school social studies teachers in Manggarai revealed that teachers have a diverse understanding of interpersonal intelligence, mainly formed through teaching experience. In its implementation, the teachers implemented various learning strategies that integrated the values of Manggarai's local wisdom with social studies materials, such as folklore and traditional games. Classroom observations demonstrate teachers' ability to communicate effectively verbally and non-verbally, including using local language to build closeness with students (Muqtashida & Bachri, 2024). However, teachers face several significant challenges, such as time constraints, high administrative burdens, management of large classes with diverse student abilities, and limited infrastructure and learning resources in the Manggarai area (Umayrah & Wahyudin, 2024).

An analysis of learning support documents reveals that most teachers have sought to integrate aspects of interpersonal intelligence in their learning planning, albeit with varying levels of depth. This can be seen from the lesson plan, which emphasizes the cognitive aspect and the development of students' social and emotional skills. Teacher-developed teaching materials show variations in integrating aspects of interpersonal intelligence, with some teachers successfully developing materials that are rich in contextual examples and activities that encourage positive social interaction (Rd & Ekadayanti, 2024). However, there are still gaps in assessment tools that tend to focus more on cognitive aspects and pay less attention to systematic evaluation of students' interpersonal intelligence development, indicating the need to develop a more balanced and holistic assessment system in social studies learning (Rahmadi, 2022).

The findings of this study show a profound relevance to Paulo Freire's thinking on humanist education that emphasizes dialogue and reciprocal relationships between teachers and students (Syarifuddin, 2021). The practice of interpersonal intelligence of social studies teachers in Manggarai that integrates local wisdom and local cultural values reflects what Freire calls "liberating education", where learning is not just a transfer of knowledge but a contextual process of constructing meaning. This aligns with research by Hazlim et al., which found that integrating local wisdom in social studies learning improves students' conceptual understanding and socio-cultural awareness (Hazlim et al., 2024). Teachers' ability to build meaningful relationships with students and use culturally responsive learning approaches demonstrates the practical implementation of transformative education theory.

From the perspective of Howard Gardner's multiple intelligences theory, the interpersonal intelligence of teachers observed in this study represents the complexity of the interaction between cognitive and social-emotional abilities in the context of learning (Berliana & Atikah, 2023). Research by Kholid and Pramesthi confirms that teachers with high interpersonal intelligence are more effective in creating inclusive learning environments and supporting students' social development (Kholid & Pramesthi, 2022). The findings on how Manggarai teachers use the local language and understand the socio-cultural context of students reflect on what Vygotsky calls the proximal development zone, where learning occurs through *culturally mediated scaffolding*.

The non-verbal aspects of communication revealed in classroom observation underscore the importance of embodied cognition in the learning process, a concept developed in contemporary learning theory. A study from Pratiwi and Gunawan (2023) demonstrates how teachers' gestures, facial expressions, and postures contribute significantly to students' understanding and engagement in social studies learning (Sumardeni et al., 2023). Manggarai teachers' ability to read and respond to students' non-verbal cues reflects what John Dewey calls an "educational experience", where learning occurs through authentic and meaningful interactions (Zaid et al., 2023).

The challenges identified in the study, especially related to administrative burdens and resource limitations, correlate with the findings of Suryana et al. (2022) on the barriers to implementing student-centred learning in remote areas. However, the resilience and creativity of Manggarai teachers in facing these challenges shows what is referred to as the "ethics of care" in education, where a commitment to meeting the needs of students encourages pedagogical innovation (Amanda et al., 2024). The continuous professional development that teachers undertake, albeit with limitations, reflects the concept of "teacher as learner" (Sriyati et al., 2023).

Analysis of learning documents reveals gaps between planning and implementation, similar to the findings (Muliana et al. (2022) in their study on the integration of character education in social studies learning (Muliana et al., 2022). This leads to discussing the so-called "implementation gap" in educational change. Manggarai teachers' efforts to integrate interpersonal intelligence in learning tools reflect the evolution of what Grant Wiggins and Jay McTighe conceptualize as "backward design", where social-emotional learning outcomes are a key consideration in learning planning (Davila Rubio, 2017).

The findings on the assessment system, which is still dominated by cognitive aspects, raise philosophical questions about the purpose and nature of evaluation in education, as discussed in the work *Assessment for Learning* by Paul Black and Dylan Wiliam. Research by Nugroho and Wati (2023) proposes a holistic assessment model that integrates cognitive, affective, and interpersonal aspects of social studies learning (Sayyidati, 2018). The importance of developing an assessment instrument that can systematically measure the development of interpersonal intelligence is in line with Thomas Armstrong's argument about the need for a more comprehensive and authentic assessment approach in evaluating *multiple intelligences* (Emmiyati et al., 2024).

CONCLUSION

Research on the interpersonal intelligence of primary school social studies teachers in Manggarai reveals the complex dynamics of implementing learning that integrates local wisdom values with the demands of the national curriculum. Using a qualitative approach with a phenomenological design, this study provides rich insights into the understandings, practices, and challenges of implementing interpersonal intelligence in the classroom. Teachers demonstrate a diverse understanding of interpersonal intelligence, mostly formed through direct teaching experience rather than formal education. They have successfully implemented various learning strategies that integrate local Manggarai values such as folklore and traditional games. However, they face significant challenges such as time constraints, high administrative burdens, and difficulties in managing large classes with diverse student abilities.

Analysis of learning documents shows that teachers are making efforts to integrate aspects of interpersonal intelligence into lesson planning, albeit with varying degrees of depth. Although lesson plans and teaching materials have included the development of students' social-emotional skills, there are still gaps in the assessment system, which tends to focus more on cognitive aspects. Therefore, it is important to develop a more holistic assessment system to measure the development of students' interpersonal intelligence. Suggestions for future research are for researchers to explore more deeply the concrete strategies students' interpersonal intelligence development that teachers can implement to improve interpersonal intelligence, as well as to create collaboration between schools and local communities to support the development of learning that is more responsive to students' needs.

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