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IMPROVING COLLABORATION SKILLS AND INTERPERSONAL INTELLIGENCE THROUGH THE *MANGARTI* LEARNING MODEL WITH DIVISION STEPS POSTER

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Abstract

The problem in this study is the low collaboration skills and interpersonal intelligence of grade IV students of SDN Berangas 2 Barito Kuala which has an impact on the lack of optimal discussion and group work activities in mathematics learning. Although various collaborative learning models have been applied in mathematics learning, research integrating Discovery Learning, Problem Based Learning and Make a Match with visual media to improve the collaboration skills and interpersonal intelligence of elementary school students is still limited. This research aims to improve students' collaboration skills and interpersonal intelligence through the application of the *MANGARTI* model assisted by *Division Steps Poster media*, which is a visual learning media in the form of posters designed to help students understand the steps of stacked division. The research used the Classroom Action Research method which was carried out in four meetings with 22 research subjects of grade IV students of SDN Berangas 2 Barito Kuala. The learning action applies the *MANGARTI* model which is a combination of Discovery Learning, Problem Based Learning and Make a Match. Data collection was carried out through observation using observation sheets and assessment rubrics. The data is analyzed qualitatively. The results showed that students' collaboration skills increased from classical completeness of 36% at the first meeting to 95% at the fourth meeting. Students' interpersonal intelligence also increased from 32% to 91%. The results of this study show that the application of the *MANGARTI* model assisted by the *Division Steps Poster media* contributes to the improvement of students' collaboration skills and interpersonal intelligence in mathematics learning of stacked division materials.

Keywords: collaboration skills, interpersonal intelligence, media *Division Steps Poster*, *MANGARTI* model

Abstrak. Permasalahan dalam penelitian ini adalah rendahnya keterampilan kolaborasi dan kecerdasan interpersonal murid kelas IV SDN Berangas 2 Barito Kuala yang berdampak pada kurang optimalnya kegiatan diskusi dan kerja kelompok dalam pembelajaran matematika. Meskipun berbagai model pembelajaran kolaboratif telah diterapkan dalam pembelajaran matematika, penelitian yang mengintegrasikan Discovery Learning, Problem Based Learning, dan Make a Match berbantuan media visual untuk meningkatkan keterampilan kolaborasi dan kecerdasan interpersonal murid sekolah dasar masih terbatas. Penelitian ini bertujuan untuk meningkatkan keterampilan kolaborasi dan kecerdasan interpersonal murid melalui penerapan model *MANGARTI* berbantuan media *Division Steps Poster*, yaitu media pembelajaran visual berbentuk poster yang dirancang untuk membantu murid memahami langkah-langkah pembagian bersusun. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam empat pertemuan dengan subjek penelitian sebanyak 22 murid kelas IV SDN Berangas 2 Barito Kuala. Tindakan pembelajaran menerapkan model *MANGARTI* yang merupakan kombinasi Discovery Learning, Problem Based Learning, dan Make a Match. Pengumpulan data dilakukan melalui observasi menggunakan lembar observasi dan rubrik penilaian. Data dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa keterampilan kolaborasi murid meningkat dari ketuntasan klasikal 36% pada pertemuan pertama menjadi 95% pada pertemuan keempat. Kecerdasan interpersonal murid juga meningkat dari 32% menjadi 91%. Hasil penelitian ini menunjukkan, penerapan model *MANGARTI* berbantuan media *Division Steps Poster* berkontribusi terhadap peningkatan keterampilan kolaborasi dan kecerdasan interpersonal murid pada pembelajaran matematika materi pembagian bersusun.

Kata-kata Kunci : keterampilan kolaborasi, kecerdasan interpersonal, media *Division Steps Poster*, model *MANGARTI*

Introduction

21st century education demands that students master not only academic competencies, but also a variety of skills that support successful learning and social life. Hakim & Asrani (2025), stated that 21st century skills include character, citizenship, creativity, critical thinking, communication, and collaboration. Collaboration skills are one of the most crucial because through cooperation students can learn to communicate, be responsible, respect the opinions of others, and build understanding together (Febrianti, 2025). Effective collaboration requires a sense of empathy, responsibility, and care between students, all of which are part of interpersonal intelligence. Interpersonal intelligence is the ability of individuals to understand others, establish positive social interactions, and work together to achieve common goals (Pratiwi & Noorhapizah, 2022). Thus, collaboration skills and interpersonal intelligence are two dimensions that support each other and need to be developed simultaneously since elementary school.

Mathematics is one of the potential subjects in developing both skills, because the mathematics learning process based on discussion and group work naturally requires students to interact, share ideas, and build mutual understanding. In this context, optimal collaboration skills are reflected in the ability of students to actively contribute, work productively, show responsibility, flexibility and compromise, and respect for each other (Herdiansyah et al., 2025). The well-developed interpersonal intelligence is characterized by the ability to empathize, communicate effectively, inspire others, work together in groups, and understand social norms and ethics (Sakman et al., 2024). These two things reinforce each other, students

who are able to understand the feelings and needs of their peers will find it easier to collaborate effectively (Noorhapizah et al., 2023), so that mathematics learning takes place more meaningfully (Mursidi & Murdani, 2023).

However, based on the results of interviews with the fourth grade homeroom teacher of SDN Berangas 2 Barito Kuala in October 2025, information was obtained that out of 22 students, only 10 students (45%) showed collaboration skills in the good category, while 12 students (55%) were still in the poor category. A similar condition was found in interpersonal intelligence, where only 10 students (45%) were in the sufficient category, while 12 students (55%) showed low interpersonal intelligence. The low collaboration skills and interpersonal intelligence of students have a direct impact on the non-optimal activities of discussion and group work, which should be a means of mutual help in understanding mathematical problems. As a result, learning interactions between students are limited, participation in groups is less even, and opportunities to exchange ideas and build mutual understanding do not take place optimally. If this condition continues to be left unchecked, students are at risk of having difficulty developing social skills and the ability to work together which are important competencies in learning and daily life.

Various studies have proven the effectiveness of Discovery Learning in increasing collaboration (Syafii, 2022), Problem Based Learning in increasing interpersonal intelligence (Nazilah & Mayarni, 2023), and Make a Match in increasing student activities and collaboration (Widiani et al., 2024). The results of these studies show that the use of each model model has been widely studied. However, based on a review of these studies, research that integrates Discovery Learning, Problem Based Learning, and Make a Match simultaneously to improve collaboration skills and interpersonal intelligence in elementary school math learning is still very limited. Therefore, research is needed that develops a combination of learning models that are able to facilitate both abilities in an integrated manner. However, based on the review of these studies, most are still testing each model separately. Research integrating Discovery Learning, Problem Based Learning, and Make a Match to improve collaboration skills and interpersonal intelligence in elementary school math learning is still very limited. Therefore, research is needed that develops a combination of learning models that are able to facilitate both abilities in an integrated manner.

To overcome these problems, innovative learning models are needed and are able to encourage active social involvement of students (Ferda & Pratiwi, 2025). This study applies the MANGARTI model, which is a combination model that integrates *Discovery Learning*, *Problem Based Learning* (PBL), and *Make a Match*. The name MANGARTI is an acronym for the three models which means "to understand" in the Banjar language, reflecting the main purpose of this model which is to help students understand learning more easily and

meaningfully. This model is also supported by the *Division Steps Poster* media which is specially designed as a visual-psychomotor medium to facilitate the understanding of the steps of layered division in stages. The selection of innovative learning models and supported by appropriate media is expected to be able to create more active, interactive, and meaningful learning for students, as Aminah et al. (2025) show, which shows that the application of innovative learning models can increase the activities of teachers and students in the learning process.

Discovery Learning was chosen as the main model because it encourages students to actively discover concepts and can improve concept understanding (Sya'adah & Samsudin, 2022). *Problem Based Learning* was chosen as a supporting model because it can improve collaboration skills (Herdiansyah et al., 2025) and interpersonal intelligence (Nazilah & Mayarni, 2023). *Make a Match* was added as a complementary model to create interactive and fun learning while strengthening collaboration and interpersonal intelligence through structured social activities (Sawalluddin & Emilda, 2022; Widiani et al., 2024).

The merger of the three models is based on the consideration that each model has different characteristics and advantages so that they can complement each other in supporting the achievement of learning goals. Teachers need to use a variety of learning strategies that suit the needs of students, as there is no single approach that can optimally accommodate all learning needs (Mulenga & Shilongo, 2024). In line with that, the integration of several appropriately applied learning approaches allows each approach to contribute according to its strengths resulting in a more comprehensive learning experience (Tong et al., 2023).

Based on the description above, this study aims to improve the collaboration skills and interpersonal intelligence of grade IV students of SDN Berangas 2 Barito Kuala through the application of the MANGARTI model assisted by *Division Steps Poster media* in learning mathematics of stacked division materials. In line with this goal, this study seeks to answer the following research questions: (1) How can the application of the MANGARTI model assisted by Division Steps Poster media improve the collaboration skills of grade IV students of SDN Berangas 2 Barito Kuala? and (2) How can the application of the MANGARTI model with the help of Division Steps Poster media improve the interpersonal intelligence of grade IV students of SDN Berangas 2 Barito Kuala?

Method

This study uses the Classroom Action Research (PTK) method. PTK is a form of research carried out by teachers in the classroom to improve and improve the quality of the learning process through actions that are systematically and reflexively designed (Akbar & Agusta, 2024; Nisvia & Pratiwi, 2024; Ramadhanty & Noorhapizah, 2024). Before the

implementation of the action, a pre-action stage is carried out to identify problems that occur in learning, including student activities, collaboration skills, and students' interpersonal intelligence. This stage aims to obtain an overview of the initial condition of the class as a basis for designing actions that suit the needs of students (Rahayu & Noorhapizah, 2024; Tiana & Rini, 2023).

The research was carried out on 22 students in grade IV of SDN Berangas 2 Barito Kuala which amounted to 22 people. The research was carried out in two cycles, with each cycle consisting of two meetings, so that the entire action lasted for four meetings. Each cycle follows the stages of PTK which include planning, implementation of actions, observation, and reflection. The planning stage is carried out by arranging learning tools, media, and research instruments. The implementation stage is the application of learning actions in the classroom, while the observation stage is carried out to observe teacher activities, student activities, collaboration skills, and interpersonal intelligence during the learning process. Furthermore, the results of observations are analyzed at the reflection stage as a basis for improving the implementation of actions in the next cycle.

The learning action applies the MANGARTI model, which is a combination of the Discovery Learning, Problem Based Learning, and Make a Match models. Learning begins with the provision of stimuli in the form of videos or contextual images, followed by activities of formulating problems, collecting information, heterogeneous group discussions, Make a Match games, presentation of group work, reinforcement, individual evaluation, and ending with learning reflection. At the information collection stage, teachers use Division Steps Poster media, which is a visual learning media consisting of two posters. The first poster is used to help students understand the concept of division and the relationship between multiplication and division operations through visual illustrations, interactive templates, and learning videos accessed via barcodes. The second poster was used to help students understand the steps of stacked division through color visual displays, math symbols, and reinforcement videos that can be accessed independently. The use of this media aims to help students understand the concept of division in stages before solving problems in group activities.

Data collection was carried out through observation techniques using observation sheets and assessment rubrics that had been prepared. The instrument for observing teacher activities and student activities each consists of 11 indicators that are adjusted to the syntax of the MANGARTI model. Meanwhile, the collaboration skills instrument consists of five indicators, namely actively contributing, working productively, showing responsibility, showing flexibility and compromise, and mutual respect adapted from Herdiansyah et al. (2025). The interpersonal intelligence instrument also consists of five indicators, namely empathy, communication, leadership, the ability to work together, and social awareness adapted from

Sakman et al. (2024). The scoring rubric uses a scale of 1–4 on each indicator based on the number of activities that students show during learning, so that the maximum score that can be obtained is 20. All instruments were compiled based on indicators adapted from previous research, then adjusted to the syntax characteristics of the MANGARTI model and consulted with the supervisor before being used in the research.

The observation data were analyzed descriptively to describe the development of teacher activities, student activities, collaboration skills, and interpersonal intelligence at each meeting. The increase in both research variables was observed based on changes in scores and percentage completeness from meeting to meeting to the end of action. Collaboration skills and interpersonal intelligence are declared complete individually if they obtain a score of 17–20 in the category of "Highly Skilled", while classical completeness is declared achieved if $\geq 80\%$ of students obtain the category "Almost All Students Are Highly Skilled".

Results and Discussion

Results

The results of the study showed that there was an increase in students' collaboration skills and interpersonal intelligence at each meeting after the application of the MANGARTI model assisted by *Division Steps Poster* media. This improvement can be seen through the classical completeness obtained by students in each research variable. In general, both variables experienced a consistent increase from the first meeting to the fourth meeting as presented in Chart 1.

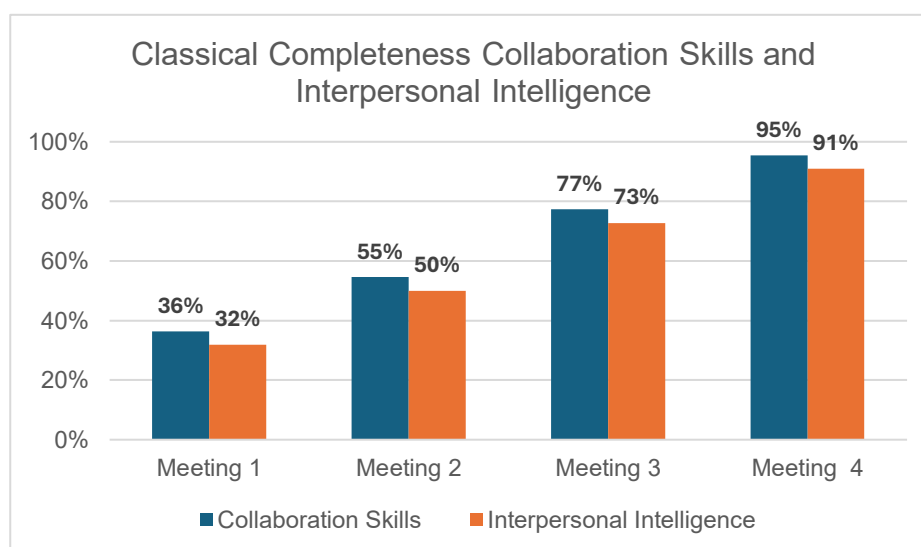


Figure 1 Classical Completeness Collaboration Skills and Interpersonal Intelligence

Based on Graph 1, it can be seen that students' collaboration skills and interpersonal intelligence have improved in each meeting to reach the established success indicators. A

more detailed description of the results of the improvement at each meeting is presented in the following subchapter.

To obtain a more detailed picture of the development of students' collaboration skills, an analysis was carried out on each aspect of collaboration skills observed during the research. The classical percentage of each aspect of students' collaboration skills at each meeting is presented in Table 1.

Tabel 1 Persentase Klasikal Tiap Aspek Keterampilan Kolaborasi Murid

ASPECT	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Highly Skilled		Highly Skilled		Highly Skilled		Highly Skilled	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Contribute actively	5	23%	6	27%	7	32%	20	91%
Work productively	4	18%	6	27%	16	73%	17	77%
Demonstrate an attitude of responsibility	8	36%	8	36%	8	36%	9	41%
Demonstrate flexibility and compromise	7	32%	16	73%	22	100%	22	100%
Show mutual respect	5	23%	11	50%	13	59%	18	82%

Based on Graph 1, the students' collaboration skills in the first meeting obtained classical completeness of 36% with the criterion that a small number of students were highly skilled. The relatively prominent aspects are flexibility and compromise as well as mutual respect, while the aspects of active contribution, productivity, and responsibility still need to be improved. These results showed that most students were able to accept the opinions of friends, respect differences of opinion, and maintain good relationships during group activities. However, students' active involvement in completing group assignments and responsibilities for assigned tasks is still uneven.

In addition to collaboration skills, this study also measures the development of students' interpersonal intelligence through several aspects of observation. The results of the observation showed that the students' interpersonal intelligence increased in each meeting during the implementation of the action using the MANGARTI model assisted by the Division Steps Poster media. The increase can be seen from the percentage of classical completeness which increased from 32% at the first meeting to 50% at the second meeting, 73% at the third meeting, and 91% at the fourth meeting, so that it has exceeded the research success indicator by $\geq 80\%$. The development of students' interpersonal intelligence is also classically shown in Figure 1.

Table 2 Classical Percentages of Each Aspect of Pupils' Interpersonal Intelligence

ASPECT	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Highly Skilled		Highly Skilled		Highly Skilled		Highly Skilled	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Understanding the feelings, thoughts and perspectives of others (Empathy)	4	18%	8	36%	14	64%	20	91%
Communicate effectively and clearly	6	27%	11	50%	18	82%	20	91%
Influencing and inspiring others (leadership)	0	0%	3	14%	6	27%	9	41%
Work with groups	17	77%	9	41%	19	86%	22	100%
Understanding social norms and ethics (social awareness)	10	45%	11	50%	17	77%	21	95%

Based on Graph 1, the students' interpersonal intelligence at the first meeting obtained classical completeness of 32% with the criterion of "A Minority of Students Are Highly Skilled". The aspect of working together in a group shows the highest results, while the aspects of leadership and empathy still need further development. The results showed that most of the students had been able to establish positive social relationships with their peers during the learning activities. Students have also shown the ability to interact and work together in groups, but not all of them have been able to show concern for friends or take on the role of a driving force in the group.

This condition is related to student activities that are still uneven during game activities and group discussions. Some students are still not actively inviting friends to be involved in group activities or providing help to friends who are experiencing difficulties. In addition, at the first meeting, the teacher still focused on the introduction of learning flows and the implementation of games so that students' opportunities to develop leadership skills, empathy, and social initiative through group interaction were still not optimal.

The increase in interpersonal intelligence is related to the intensification of social interactions that occur during group activities and games. The high activity of students provides a wider opportunity to communicate, work together, help each other, and build positive social relationships with peers. In addition, collaboration skills that have developed very well also support the development of students' interpersonal intelligence. Through various group activities that are carried out consistently during learning, students gain a more meaningful experience in interacting, respecting others, and maintaining harmonious social relationships.

Based on Table 2, overall all aspects of interpersonal intelligence showed an increase in each encounter during the execution of the action. Aspects of the ability to work together in a group, the ability to communicate effectively and clearly with others, empathy, and social awareness have improved until they reach success indicators at the end of the action. However, the leadership aspect is the aspect with the lowest improvement compared to other aspects. The results of the observation showed that most of the students were able to invite friends to get involved in group activities, give positive direction or suggestions to friends, and help maintain the involvement of group members without commanding. However, activities show that social initiatives in directing the course of discussions are still not optimally developed. Some students still tend to wait for directions from other friends or teachers instead of taking the initiative to direct the course of group discussions.

Discussion

The results of the study showed that students' collaboration skills improved to reach the established success indicators. This increase took place in line with the increase in teacher activities during the learning process. Increasingly optimal teacher activities show that teachers are getting better at managing learning so that they are able to create a learning environment that encourages active participation and social interaction between students. Effective classroom management plays an important role in creating a conducive learning atmosphere, increasing student motivation, and providing wider opportunities for teachers to guide and facilitate the learning process optimally (Aslamiah et al., 2022). Effective learning management is able to create a learning environment that supports interaction and cooperation between students, so that collaboration skills can develop better (Arifah et al., 2025; Puspitasaari et al., 2024)

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The improvement of students' collaboration skills can be explained through Vygotsky's sociocultural theory which views that learning is a social process, in which cognitive development is formed through interaction with others and cannot be separated from the cultural context or environment in which students learn (De Felice et al., 2023). In this perspective, knowledge is not transferred directly from teacher to student, but is built together through dialogue, question and answer, cooperation, and refinement of ideas in an authentic social context (Lehtinen et al., 2023).

In line with this theory, MANGARTI's combined learning model integrates Discovery Learning, Problem Based Learning, and Make a Match which provide opportunities for students to build knowledge through social interaction in a sustainable manner. Through *Discovery Learning*, students are encouraged to actively discover concepts through exploration, experimentation, and observation activities, so that students become active agents in the discovery process and not just recipients of information (Khoiriyah & Fatonah, 2024). This process of exploration and discovery that occurs together is what encourages interaction and cooperation between students naturally. *Problem Based Learning* strengthens collaboration by inviting students to work together to analyze and solve problems. Dahliani & Pratiwi (2025), mentioned that the combination of *the Problem Based Learning* model can improve students' collaboration skills. while *Make a Match* creates an interactive learning atmosphere through game activities that require the active involvement of all students. as shown by (Anifah & Bintaro, 2026), that the application of *Make a Match* proven to improve the collaboration skills of elementary school students through increased active participation and group cooperation. The combination of these three models allows students to interact, exchange opinions, and work together continuously throughout the learning process.

Although students' overall collaboration skills improved to achieve success indicators, the aspect of showing responsibility experienced the lowest increase compared to other aspects of collaboration. Based on the results of observations, most of the students have been able to carry out the tasks that are their responsibility in the group, maintain the tools, game cards, and learning media properly, and complete the group tasks to completion. However, some students are still unable to complete assignments without relying entirely on their group mates. Some students still need help or encouragement from friends when completing tasks that are their responsibility. These results show that students have the awareness to carry out responsibilities in groups, but independence in completing tasks individually is still not optimally developed. This condition is related to the concept of individual accountability, in which each member of the group is responsible for completing the tasks of which he or she is part while contributing to the success of the group as a whole (León-García et al., 2025; Mendo-Lázaro et al., 2022)

In cooperative learning, the development of individual accountability is indeed one of the challenges because each student is not only required to understand the material independently, but also complete their tasks without relying on other group members so that there is no dependence on only one or two members (Harianingsih & Jusoh, 2022). During the learning process, some students still tend to wait for direction, confirmation, or help from a friend before completing the assignment they are part of. This shows that the experience of working collaboratively has encouraged students to help each other in groups, but at the same time has not fully developed each student's ability to complete his or her tasks independently. in line with Meijer et al. (2022) explaining that collaborative learning needs to balance *positive interdependence* and *individual accountability*. When learning emphasizes more group work without adequate individual responsibility, learners tend to depend on the contributions of other group members so that individual accountability has not developed optimally. Therefore, in the application of the MANGARTI model, a strategy is needed that can strengthen individual accountability, for example through a clearer division of roles to each group member, so that each student has specific responsibilities while still working together in achieving the group's goals.

The results of the study showed that students' interpersonal intelligence also increased to reach the success indicators that had been set. This increase can be seen from the development of students' ability to communicate, work together, show social awareness, and build positive relationships with peers during the learning process. This condition shows that learning that provides students with the opportunity to interact actively is able to support the development of their interpersonal skills.

The increase in interpersonal intelligence in this study is inseparable from the increase in teacher activities and student activities during the implementation of the MANGARTI model. Increasingly optimal teacher activities create a learning atmosphere that encourages participation and interaction between students. Increasingly optimal teacher activities show that teachers are better at planning and implementing learning so that they are able to create a learning environment that encourages active participation and social interaction between students. This is in line with the opinion of Asri & Manik (2023), who states that the role of teachers includes not only the preparation of learning strategies and the management of learning interactions, but also the creation of a conducive and fun classroom environment so that students can actively participate in learning. Learning that is designed, managed, and implemented effectively by teachers can support the improvement of interpersonal intelligence, cooperative skills, interaction skills, and positive social relationships between students (Khafidoh et al., 2025; Syifa et al., 2025)

The increasing activity of students has a positive impact on the improvement of interpersonal intelligence. The increase in student activity is inseparable from the application of innovative learning models, which are able to encourage more optimal teacher and student involvement during the learning process (Aminah et al., 2025). It can be seen that students are increasingly involved in various activities that demand communication, cooperation, and social interaction. The more often students interact with their peers, the more social experience they gain to understand the feelings, opinions, and needs of others. The interactions that take place during the learning process provide opportunities for students to learn to recognize emotions, respect differences, and build positive social relationships with their peers. This condition is in line with research findings that show that peer interaction contributes to the development of students' social-emotional abilities and interpersonal intelligence (Nurdin et al., 2023; Utami, 2024).

Constructivist learning theory views that learning is not a passive process of receiving information, but an active process when students build their own knowledge by relating new information to knowledge or experience that they have previously had (Prakash Chand, 2023; Ray, 2025; Teguh Handoyo & Ani Ani, 2025). Furthermore, learning experiences and interactions with the environment are the main sources in the formation of meaning so that students gain understanding through direct involvement in the learning process (Erawati & Adnyana, 2024; Land, 2025).

In line with this theory, the characteristics of the MANGARTI model also support the development of students' interpersonal intelligence. Through Discovery Learning, students are encouraged to exchange ideas and express opinions in a process of mutual exploration. Problem Based Learning encourages students to discuss and consider various perspectives in solving problems, this is supported by research that shows that the combination of Problem Based Learning models can improve students' interpersonal intelligence (Adiattoni & Agusta, 2025; Syifa et al., 2025). Make a Match is a type of cooperative learning model that presents more intensive social interaction through structured game activities, thereby encouraging communication, cooperation, and social sensitivity between students (Ardho & Maulana, 2022). These experiences help students develop communication skills, build positive social relationships, and foster awareness of the existence and feelings of others.

Conclusion

Based on the results of the research and discussion, it can be concluded that the application of the MANGARTI model assisted by *the Division Steps Poster media* succeeded in improving the collaboration skills and interpersonal intelligence of grade IV students of SDN Berangas 2 Barito Kuala in learning mathematics of stacked division materials. The

improvement in collaboration skills can be seen from classical completeness which increased from 36% at the first meeting to 95% at the fourth meeting. Students' interpersonal intelligence also increased from 32% to 91% in the same period. This increase is supported by teacher activities that are increasingly optimal in managing learning and student activities that are increasingly active in discussing, cooperating, and interacting during the learning process. The integration of *Discovery Learning*, *Problem Based Learning* and *Make a Match* models in the MANGARTI model provides a learning experience that encourages cooperation, communication, and positive social interaction. The findings of the study also show a close relationship between collaboration skills and interpersonal intelligence, where improving the ability to work together supports the development of communication skills, understanding others, and building positive social relationships between students.

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