Development of Social Interaction Learning Model in Instilling the Value of Discipline for Children

Ahmad Subhan Roza[1], Dian Eka Priyantoro[2], Trisna Dinillah Harya[3]
[1,2,3] *Institut Agama Islam Negeri Metro Lampung, Indonesia*
Corresponding Author : ✉ ahmadsubhanroza@gmail.com

ABSTRACT

Humans need the value of disciplined character in order for other positive character traits to emerge. Due to the high number of student actions that defy established disciplinary guidelines, it is crucial to reinforce the necessity of discipline in schools.This research aims to develop a Social Interaction Learning model in instilling discipline values in children. The research results are in the form of a social interaction learning model in instilling discipline values in children, namely: 1) The social interaction-based learning model is appropriate for instilling and improving the value of discipline in fourth grade elementary school children. 2) The social interaction-based learning model is significant and feasible in instilling discipline values in fourth grade students at Elementary School 3) An effective social interaction-based learning model for instilling the value of discipline in fourth grade elementary school children. Social Interaction could be one of the model to instill students dicipline.

INTRODUCTION

The ultimate objective of education is to guide and develop all facets of life (Council, 2021; Putra et al., 2020), including the foundational stages of basic education, children's guidance through educational mowtivation and stimulation, the cultivation of attitudes, behaviors, and character values, and the support of children's physical and spiritual growth for optimal growth (Latipah et al., 2020; Masdarini & Ekayani, 2022). Among the attitudes, actions, and moral principles that are ingrained in students via their educational experience is discipline. Because, just like teaching children to read, discipline must be instilled from a young age (Driessen, 2022). In this regard, teachers play an essential part in instilling discipline in children through school-based learning activities (Dewi et al., 2021; Kahveci, 2023). In dealing with this, all elements at school as well as parents must continue to establish and carry out

strategies and approaches for developing children's discipline (Ilyasin, 2019). Teaching discipline to elementary school students fosters positive character traits. Discipline helps children develop their character and behavior. Discipline is described as a person's self-control over numerous applicable rules (Goddard et al., 2021). Then, the achievement of character education will serve as the foundation for developing students' personalities at the higher educational levels as well as in social life in general (Arto & Wakhudin, 2021).

Nonetheless, there are a number of issues that both educators and students deal with during learning. Researchers observed issues with student discipline in the classroom learning process based on preliminary observations made with observation sheets. It was discovered that a number of children had not exhibited the expected disciplinary behavior, such as tardiness, unkempt uniforms, failure to complete assigned homework, and noncompliance with other relevant regulations.

In general, from the results of observations in the field, researchers noticed that teachers were not optimal in instilling disciplinary behavior. Researchers also conducted interviews with several students in class, researchers found that the methods used by teachers were less attractive to children, teachers still used conventional learning methods and learning was still teacher-centered. One of the problems that occurs in the field regarding the learning process is the use of worksheets and textbooks that have been adapted to the curriculum which contain pictures, for example stating which actions are good and which actions are wrong, put tick marks on pictures of children who do good and put a cross on the picture of the person who made a mistake, color the picture in the magazine that shows self-discipline, children are also required to complete the textbook provided every semester.

Regarding this issue, numerous studies investigated into several instruments to enhance student discipline, one of which is the use of punishment as a form of discipline enforcement (Qonita et al., 2022; Wibowo et al., 2021), schools environments setting (Dewi et al., 2021; Wulansari et al., 2023), Social-Emotional Learning (Ching et al., 2015), collaborative learning (Usman et al., 2022). One effort that can be developed by teachers to instill discipline in children is to develop a learning model that will be oriented towards instilling discipline in children. A learning model based on social interaction is seen as being able to instill a disciplined character. The social interaction model is a type of learning paradigm that places a strong emphasis on how training participants connect with others. This model builds upon the premise that people, it is not possible for them to avoid social engagement (Bali, 2017).

Based on the introduction above, developing a learning model based on social interaction through role playing methods to instill discipline character values is the right step that can be used for fourth grade elementary school students in Metro city Lampung.

RESEARCH METHODE

This research is development research based on the Borg and Gall Cycle Research and Development (R and D) model which is adapted to the actual research objectives and conditions in the field. In the pre-model development stage, the data obtained was studied based on narrative descriptive data analysis in order to obtain the selected locations to be sampled in stages and sequentially from each answer to the instrument in the form of a questionnaire given in the survey.

At the model development stage, data from model testing results in the form of expert evaluations and evaluations, were analyzed one by one in written descriptive narrative form and reflected back based on the theories that were the basis for developing the model in this research. Furthermore, at the end of model development, a workable model test is carried out in the form of a formative evaluation by analyzing the data obtained through: (1) words and actions. The main data source is recorded through written notes (field notes) and the results are analyzed inductively, (2) The written data source is an assessment sheet on the child's development in achieving basic competencies/indicators and each child's portfolio clipping sheet, (3) photos and video recordings are Descriptive data is used to examine subjective aspects without undergoing prior editing and the results are analyzed inductively. At the time of reporting, in accordance with Bogdan and Biklen. It is recommended that data sources in the form of photographs be presented first in field notes, then analyzed based on relevant theory.

RESULT AND DISCUSSION

In education, research and development refers to the process of developing and validating educational goods. This research resulted in a learning model. The social interaction learning model employed in this study employs the role play method, which asks students to play someone's character in the form of drama.

This learning module is organized around the topic of diverse materials.This learning session covers ethnic, social, and cultural diversity and features. Preliminary study data collected for the research and development of social interaction learning models to improve the discipline of fourth-grade

elementary school in Metro city Lampung. Because research and development begin with a need that necessitates a solution or solutions, the result is an innovative product that may be further developed and demonstrated to be effective and beneficial in accordance with the aim.

Based on the problems found at the needs analysis stage, to overcome this, it is necessary to design and develop a social interaction learning model in instilling the value of discipline in children, in order to improve the quality of achieving the goals to be achieved, both goals in the process and results. The learning model in initial was tested by experts to then produce the development of the learning model.
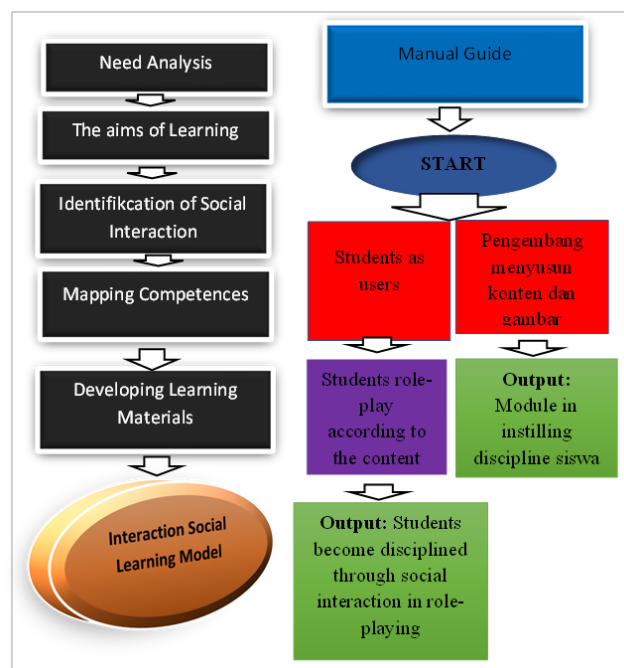

Figure 1.
Results of Development Learning Model

Furthermore, the results of the assessment by experts are analyzed using descriptive techniques, the average score to determine the level of feasibility of the product being evaluated. Questionnaire data obtained from media expert feasibility test validation is analyzed by calculating the value based on a predetermined assessment scale, namely using a *Likert Scale* with a maximum value. four. The *Likert scale* assessment criteria are as follows.

Table 1.
Scoring Guidelines (Sugiono, 2022)

Skor	Category
3.1- 4.0	Highly valid
2.1- 3.0	Valid
1.1-2.0	Intermediate
0-1	Less Valid

A complete description of the average percentage of feasibility of learning modules according to the evaluation of the three experts can be seen in Figure 1 below.
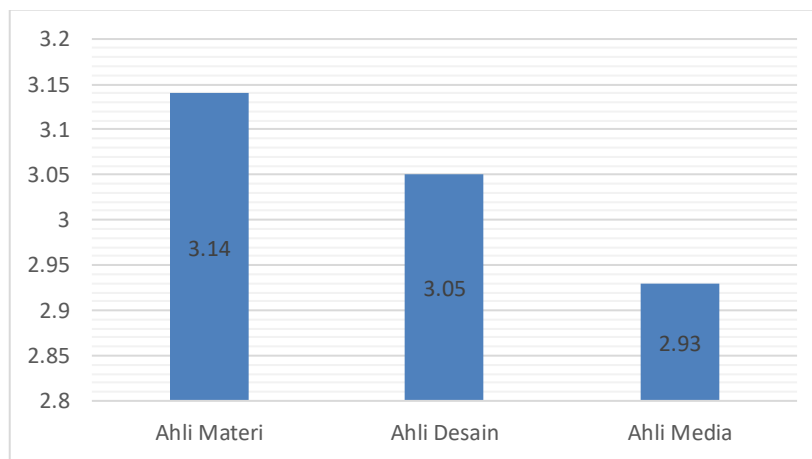

Figure 2.
Validation Test of Experts in Material, Design, and Learning Media

Based on input and suggestions from the expert validation team, field trials were then carried out. Apart from that, it was also to obtain information regarding learning components, material components and display components. The trial was carried out with 35 students, adjusted to the number of students Metro City - Lampung.

Apart from that, the criteria for field trials are conducting tests to see the results of social interaction learning through role playing in increasing student discipline by conducting pre-tests and final tests. Likewise with the responses of students who learn using learning modules following developer learning according to the learning model that has been carried out starting from the first steps. The comparison of the average values of the initial and final test results of this field trial can be seen in the following table.

Table 2.
Results of Pre Test and Post Test Field Testing

Pre-test Score	Post-test Score
73.31	83.0

Based on Table 2, a Paired T test was carried out with SPSS with the results of the Paired T test. Before carrying out the T test, a normality test was carried out first to see the distribution of the data. The results of the normality test can be seen in table 3 below.

Table 3.
Results of Normality Test

One-Sample Kolmogorov-Smirnov Test		Pre_test	Post_test
N		35	35
Normal Parameters[a,b]	Mean	73.3143	83.0000
	Std. Deviation	6.76831	4.33182
Most Extreme Differences	Absolute	.198	.129
	Positive	.104	.122
	Negative	-.198	-.129
Test Statistic		.198	.129
Asymp. Sig. (2-tailed)		.001[c]	.154[c]

a. Test distribution is Normal

b. Calculated from data

c. Lilliefors Significance Correction

Based on the normality test results in table 4.3, the Sig value is obtained. 0.154 > 0.05. Thus, it can be concluded that the data is normally distributed so it can be continued with the *Paired T test*. The results of the *Paired* T test can be seen in the following data.

Table 4.
Paired T Test Results

		Mean	Std. Dev.	df	Sig. (2-tailed)
Pair 1	Pre-test-Post-tes	-9.6857	3.367	34	0.000

Based on table 4 above, it can be obtained by looking at the Sig value. (2-tailed): Paired T test p-value probability value: Result = 0.000. This means that there is a difference between before and after treatment. Because the p-value is

<0.05 (95% confidence level). The mean value -9.6857 is negative, meaning that there is a tendency for the post-test score to increase after the treatment is carried out. The average increase is 9.8, it can be concluded that the social interaction learning module is effective for learning to discipline fourth grade elementary school students through role playing.

Based on the pre-test and post-test results in field trials, it shows an increase in post test results, so it can be concluded that learning with learning modules can improve student discipline and the feasibility of learning modules can be used in the social interaction learning process through role playing for fourth grade elementary school students. in Metro - Lampung.

Based on a needs analysis based on supporting theory, and paying attention to methodological aspects, a social interaction learning model to improve student discipline was developed. Planning and developing a social interaction learning model, making the resulting product easy to use, able to learn anytime and anywhere so that the learning process becomes feasible and effective. This opinion is supported by previous researchers that interactive media makes learning effective and learning progressive (Gunawan et al., 2023). Moreover, Students, teachers, and the surrounding environment all actively contribute to the creation of learning media (Tiarasari, 2021).

Another reserach revealed that A learning media can be said to be effective if it fits the requirements and achieves goals, including being able to influence, modify, or bring results, then effectiveness can be assessed in how far the goals are achieved(Sugiyono et al., 2022).

According to Mayer, learning is something that teachers do to achieve learning goals by facilitating students in improving their learning (Fiorella & Mayer, 2018). In this lesson, it is further explained that this includes: teachers, methods, strategies, educational games, books, research projects and Web-based applications. The learning process is an effort to make students learn, so that the situation is an event of learning, namely an effort to change the behavior of students. Changes in behavior can occur due to interactions between students and their environment.

Gagne further explained that changes in behavior depend on two (2) factors, namely: internal factors and external factors(Robert M. Gagne, Walter W. Wager, Katharine C. Golas, 2005). Internal factors are the students themselves as objects that experience change, while external factors can be influenced, one of which is technology as a supporting factor in learning. Meanwhile, Vogel-Walcutt said that learning is an effort to provide stimulation, guidance, direction and encouragement to students so that the learning process occurs. Tang et al. further stated that "Learning is the process by which

behavior (in the broader sense) is or changed through practice or training," (learning is the process of changing behavior (in the broader sense) brought about or changed through practice or training . Learning is a series of physical and mental activities to obtain a change in behavior as a result of individual experience in interaction with the environment, which involves cognitive, affective and psychomotor. Learning plays an important role in learning, because in learning there are learning events and learning events. Learning is a psychophysical activity that arises due to learning activities.

CONCLUSION

Based on the results of research and discussion regarding the development of a social interaction learning model in instilling discipline several conclusions can be drawn as follows:

1. The product of this development is a social interaction learning model in instilling discipline values for fourth grade elementary school students in the form of a learning module about the beauty of diversity in my country through role playing.
2. The results of the validation carried out by the expert team concluded that product development had been carried out correctly following the methods, procedures, principles and development guidelines, starting from needs analysis, planning, design, evaluation and testing. The expert team recommends that the learning products developed are suitable for use.
3. The results of the field trials found the fact that after testing the use of the social interaction learning model, it was able to facilitate and instill student discipline and could create appropriate and effective learning and motivate students in learning that could be done anytime, anywhere without space and space limits.

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