



Development of Social Interaction Teaching Modules to Improve Student Discipline at Community Learning Centers

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Abstract

This study addresses the persistent problem of low learning discipline in non-formal social studies education by developing and testing a discipline-based teaching module. The objectives were to (1) analyze the existing implementation of social interaction modules, (2) develop a discipline-integrated module and assess its feasibility, and (3) examine its effectiveness in improving student discipline. The study employed a Research and Development design using the ADDIE model. Needs analysis was conducted through observation, interviews, and focus group discussions. The developed module integrated discipline values into objectives, learning activities, worksheets, and reflection components. Feasibility was evaluated by two experts, yielding very high validity scores (95% and 97.5%). The module was implemented with 30 Package B students using a one-group pretest–posttest design. Results showed an increase in the average discipline score from 25.00 (62.5%) to 30.33 (75.8%). A paired t-test indicated a statistically significant improvement ($p = 0.001$) with a moderate to large effect size. These findings indicate that the developed module is feasible and effective in strengthening student discipline and can serve as a contextual character education resource for Community Learning Centers.

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INTRODUCTION

Education is essentially not only oriented towards academic achievement, but also towards the development of human resources with strong character and morals (Sari & Mediatati, 2023). In Indonesia, this urgency is reflected in the National Assessment (AN) policy, which not only measures literacy and numeracy but also assesses students' character through learning environment surveys (Kemendikbudristek, 2024). This type of education must be provided to everyone in Indonesia.

These indicators show that the quality of learning in Indonesia still faces serious challenges. Initial measurements are considered important to explore the knowledge and characters of participants based on predetermined indicators (Setyowati et al., 2020). The results of the 2022 Programme for International Student Assessment (PISA) placed Indonesia's performance in mathematics (379), reading (371), and science (383) significantly below the Organization for Economic Co-operation and Development (OECD) average of 472, 476, and 485 respectively (OECD, 2023). This condition indicates a deficit not only in cognitive aspects but also in students' social skills, independence, and character in managing their learning process (Atmaja et al., 2025).

The government responded through the Character Education Strengthening (PPK) policy, which contains 18 core values, including religiosity, honesty, responsibility, hard work, and discipline (Aningsih et al., 2022). The implementation of these values has become increasingly complex amid the rapid penetration of technology and social change (Oktaviani, 2022).

Discipline occupies a strategic position as a prerequisite for the growth of character values among the 18 other PPK values (Sholiha, 2021). Discipline is related to punctuality, compliance with rules, consistency in carrying out tasks, and responsibility for oneself and the environment. Weak discipline implies low quality of learning processes and outcomes, and hinders the formation of orderly social behavior (Asrofi, Ahmad Nur Islah, 2021). Various studies show that a disciplined character is positively related to academic success and the formation of orderly behavior in school and in society (Simamora et al., 2020). Thus,

strengthening the character of discipline needs to be designed in the form of explicit, systematic, and measurable pedagogical interventions.

Social Studies Education has a strategic position as a vehicle for character building because it directly addresses relationships between individuals, groups, and social institutions. Social Studies Education aims to develop students' sensitivity to social issues, foster a positive character towards justice, and train problem-solving skills in everyday life (Hartati, 2021). Material on social interaction and social institutions provides space to integrate life values, including discipline, order, and compliance with norms (Munadi et al., 2024). In the Merdeka Curriculum, Social Studies Education Phase D (equivalent to junior high school/Program Package B) explicitly directs learning towards strengthening the Pancasila Student Profile through an understanding of social interaction and institutions.

The practice of social studies learning in the field still faces various obstacles, even though the curriculum framework has provided a strong normative foundation (Sudwiarrum et al., 2023). Recent studies indicate limitations in contextual teaching materials, a lack of explicit integration of character values into learning activities, and uneven utilization of educational technology (Rasimin et al., 2024). On the other hand, an international meta-analysis of classroom-based SEL programs shows that well-designed and implemented interventions can significantly improve prosocial behavior, classroom climate, and academic achievement (Cipriano et al., 2024). The gap between the ideal curriculum, empirical evidence, and field practices indicates the need to redesign social studies learning tools to better support the formation of disciplinary character. It is crucial for educators to make this educational material as good as possible to attract students' attention and encourage enthusiastic learning (Setyowati, 2024).

This gap is more evident in non-formal education contexts such as Community Learning Centers (PKBM), which serve learners with diverse ages, backgrounds, experiences, and learning motivations and operate under flexible schedules that pose challenges in fostering consistent discipline (Nurfitriani et al., 2025).

Conventional school-oriented materials are often ineffective in this setting because they fail to accommodate learners' autonomy and contextual needs. Initial observations at Mentari PKBM in Cirebon Regency revealed low levels of discipline, including frequent tardiness, incomplete assignments, and limited participation, which were confirmed by class documents and reflected a discrepancy between Character Education Strengthening (PPK) expectations and actual practices. A needs analysis through observation, documentation, and interviews further showed that existing materials were general, lacked contextual relevance, and did not explicitly integrate discipline values (Alfiriani et al., 2025). The modules were dominated by text with unclear instructions and academic language, leading students to perceive learning as monotonous and irrelevant to daily life, while tutors emphasized the need for structured activity guidelines, discipline rubrics, and reflection sheets to support self-evaluation and behavioral improvement (Reynol et al., 2025).

The development of contextual and discipline oriented social studies learning modules is seen as a relevant instructional solution. Teaching modules in the independent curriculum support the learning process in the 21st century, where teachers are required to have creative and innovative teaching skills (Susanti et al., 2024). Learning modules as independent teaching materials have advantages for PKBM contexts that have flexible schedules and varying student attendance. Well-designed modules can facilitate independent learning, guide collaborative activities, and provide space for systematic self-reflection (Nurjanah et al., 2021). The integration of disciplinary values into the objectives, materials, activities, and assessments in the modules allows for the internalization of character to go hand in hand with the achievement of social studies competencies (Fitri et al., 2023).

The module design is grounded in Vygotsky's social constructivism, which emphasizes learning through social interaction within the Zone of Proximal Development, supported by More Knowledgeable Others and scaffolding (Vygotsky & Cole, 1978). This framework is highly relevant to the PKBM context, where heterogeneous learners rely on tutor and peer

interaction not only for cognitive development but also for the internalization of discipline, responsibility, and self-regulation. In this design, tutors and peers function as MKO, while the module serves as pedagogical scaffolding that guides learners through conceptual understanding, contextual practice, and reflective learning.

The inclusion of reflection tasks and discipline indicators within each unit strengthens the process of internalization, enabling learners to gradually transform external guidance into self-regulated behavior. This theoretical alignment between social interaction, guided learning, and character internalization is consistent with empirical findings from Social and Emotional Learning (SEL) research, which highlight that effective programs require coherence between instructional design, educator support, and learning climate (Ulla & Poom-Valickis, 2023).

Previous studies indicate that systematically developed social studies modules can improve learning outcomes and character development; however, most focus on formal education contexts, employ 3-D or 4-D models, and address character broadly rather than specifically targeting discipline (Rusijono & Khotimah, 2022). Research focusing on the PKBM context remains limited, particularly regarding the development of discipline-based social studies modules for social interaction materials (Utama et al., 2023). This highlights a clear research gap in the development and effectiveness testing of discipline-oriented contextual teaching materials for non-formal education settings.

This study aims to analyze the implementation of social studies learning modules on social interaction material that has been used at the Mentari Community Learning Center in Cirebon Regency; develop social studies learning modules on social interaction based on discipline values that are in line with the learning needs of Program Paket B participants and assess the feasibility of the developed modules through expert validation and user practicality tests; and implement the modules and analyze their effectiveness in improving the discipline of students at PKBM Mentari in Cirebon Regency.

METHOD

This study was conducted at PKBM Mentari, Cirebon Regency, involving Package B learners with diverse ages, occupations, and educational backgrounds who demonstrated a strong need for discipline development. The research employed a Research and Development (R&D) approach using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) to produce and test a discipline-based social studies module on social interaction (Branch, 2009).

The limited trial involved 30 Package B students and one social studies tutor who participated in the needs analysis, validation, and implementation process. Primary data included learning needs, discipline profiles, tutor perceptions, and student responses, while secondary data were obtained from syllabi, lesson plans, and attendance records. Data were collected through observation, interviews, documentation, and questionnaires.

Module implementation was conducted after revisions based on expert feedback. The module was used as the main learning guide, and tutors were oriented to utilize worksheets, discipline indicators, and reflection sheets. Learning was implemented across several sessions, incorporating discussions, role-playing, assignments, and reflective activities, while tutors observed students' disciplinary behaviors. Pretests and posttests were administered before and after the learning sessions.

The development procedure followed five stages: analysis of initial learning conditions and needs, design of objectives and module structure, development and expert validation, limited implementation, and evaluation of feasibility and effectiveness. Validation involved two experts: an academic specialist in social studies and instructional design and a practitioner with extensive experience in PKBM management.

Module feasibility was assessed using a questionnaire consisting of 10 indicators rated on a 4-point Likert scale, covering content relevance, instructional design, integration of discipline values, activity clarity, contextuality, language, and practicality. Data were analyzed descriptively through scores and percentages, while module

effectiveness was tested using descriptive statistics and a paired t-test at a 0.05 significance level.

RESULT AND DISCUSSION

Analysis Implementation of the Social Interaction Module in Social Studies Learning at PKBM

The initial analysis indicates that social studies learning at PKBM Mentari is still dominated by conventional modules focused on cognitive content delivery. The modules primarily consist of textual explanations, summaries, and individual exercises, with limited opportunities for discussion or collaborative activities. Learning is generally conducted through brief tutor explanations followed by independent reading and task completion, which limits the module's function in supporting character development, particularly discipline.

Observations and interviews with tutors and students revealed that the existing modules do not clearly specify learning procedures, discipline indicators, assessment rubrics, or reflection components. As a result, students' discipline such as punctuality, task completion, and active participation relies heavily on repeated tutor reminders rather than systematic guidance embedded in the teaching materials. The use of academic language and minimal instructions further caused confusion among learners with diverse backgrounds, while students perceived the modules as monotonous and weakly connected to real-life contexts, leading to low motivation and engagement.

These findings confirm a clear gap between the expected function of modules as tools for independent learning and character formation and their actual implementation in PKBM practice. In line with previous research emphasizing that character development becomes more effective when discipline values are explicitly integrated into learning design (Aufa, 2024).

The results highlight the need for a module that is contextual, provides structured activity guidance, integrates discipline indicators and rubrics, and facilitates self-reflection. This need forms the conceptual and empirical foundation for the development of a discipline-based social studies module in the next stage of the study, which in

preliminary implementation showed improved learning structure and student engagement.

Development of Social Studies Modules on Character-Based Social Interaction

The development of the discipline-based social studies module was carried out based on the needs analysis and weaknesses identified in the previously used learning materials. The process began with a Focus Group Discussion (FGD) involving PKBM administrators, social studies tutors, and teaching staff to validate learning needs and refine the initial design.

Participants agreed that previous materials were too abstract and insufficiently connected to learners' real-life contexts. They recommended the inclusion of contextual examples, case studies, and interactive learning activities such as discussion and role-playing. In addition, they emphasized the importance of integrating explicit discipline indicators, assessment rubrics, and reflection sheets, as well as using clear language and a structured layout.



Figure 1 Front and Back Cover Design of Learning Modules

The developed product is a printed social studies module entitled “Social Interaction and Efforts to Build Discipline in the PKBM Environment” designed for Package B learners (Phase D). The module structure consists of an introduction, four learning units, student worksheets (LKPD), formative assessments, and references. Each unit includes learning objectives, contextual apercpeption, core materials, summaries, and structured learning activities. Discipline values are explicitly embedded in learning objectives, activity guidelines, discussion ethics, and contextual

examples that connect social interaction concepts with disciplined behavior in the family, PKBM, and community.

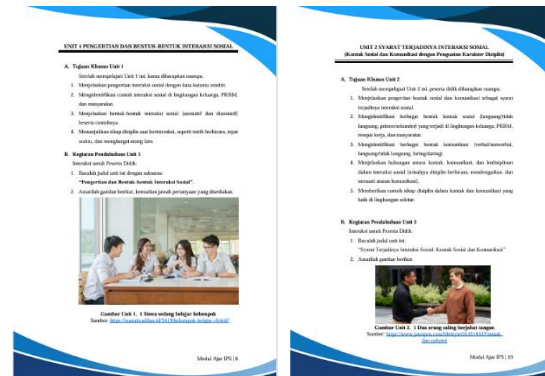


Figure 2 Design of Inter-unit Learning Modules

The module content is organized into four units covering concepts and forms of social interaction, conditions of interaction, driving factors of interaction, and the application of discipline in family, PKBM, and community contexts. Each unit includes learning objectives, contextual introduction, concise material, summaries, and student worksheets (LKPD) with individual and group tasks. Discipline values are explicitly integrated through objectives, discipline notes, discussion guidelines, and contextual examples. The LKPD also incorporates self-reflection tasks, while assessment is supported by formative tests and character instruments, including observation sheets and reflection items, enabling the module to function as a comprehensive learning tool rather than merely a cognitive resource.

The structure and implementation of the module demonstrate that it addresses the limitations of previous materials by embedding discipline consistently across objectives, content, activities, and assessment. Students showed improved adherence to procedures, punctuality, participation, and self-regulation during implementation. Learning activities such as discussion, role-playing, case analysis, and reflection further support the internalization of discipline through social interaction, with the module serving as pedagogical scaffolding that guides learners from conceptual understanding to disciplined practice. The feasibility of the module was then assessed through validation by two experts using a 1-4 Likert scale feasibility questionnaire containing 10 assessment indicators.

The first expert was a lecturer/coordinator of the PPD LMS at UIN Syekh Nurjati, who acted as an expert on learning materials and design, while the second expert was the Head of PKBM Mentari as a practitioner and organizer of the equivalency program.

Tabel 1. Product Validation

Validator	Score / Maximum score	Percentage (%)	Category
Matter Expert	38/40	95	Very valid
Practitioner Expert	39/40	97,5	Very valid

The validation results from Table 1 show that all assessment items received scores between 3 (acceptable) and 4 (very acceptable), with no indicators deemed unacceptable. The aspects assessed included the suitability of social interaction materials to learning outcomes and the context of PKBM students, the accuracy and completeness of concepts, the clarity of discipline indicators, the integration of materials with collaborative and reflective activities, the contextuality of examples and case studies, clarity of objectives, activity and assessment flow, suitability of worksheet design and role-playing activities, readability and appropriateness of language, and practicality of the module in the real context of PKBM.

Table 1 shows that expert 1 gave a score of 38 out of a maximum score of 40 (95%), while expert 2 gave a score of 39 out of a maximum score of 40 (97.5%). This shows that both experts rated the social studies learning module on social interaction based on character values as very good.

This social studies learning module on social interaction based on character values and discipline can be considered conceptually and practically sound based on the results of its development and feasibility testing. The module was designed based on needs analysis and focused group discussions involving key stakeholders, structured according to instructional design principles in the ADDIE model, and assessed as feasible to highly feasible by subject matter experts and practitioners. This shows that the development product is not only relevant to the PKBM context but also ready to be implemented at

the effectiveness testing stage to further assess its impact on improving student discipline.

The social interaction module based on character discipline was developed to address the weaknesses of the previous module. The discussion emphasized the suitability of the module design to the needs of the PKBM context and its alignment with previous research findings on character-based module development. The social interaction learning module based on discipline, which was developed through the ADDIE stages, FGD with tutors and PKBM managers, and expert validation, successfully addressed the weaknesses of the previous module. The module contains objectives that combine cognitive and disciplinary achievements, contextual activities, collaboration-based worksheets, and disciplinary reflection sheets.

This pattern is consistent with previous studies on the development of character-based social studies modules in elementary schools, which indicate that modules explicitly designed with character indicators, contextual examples, and character assessment instruments tend to demonstrate high levels of validity and practicality (Tamrin, 2021). The contribution of this study lies in its implementation within a non-formal education context (PKBM) and its specific focus on the character value of discipline, thereby extending empirical evidence that character-based module approaches can be effectively adapted beyond formal schooling environments. However, the implementation process also revealed several contextual challenges typical of PKBM settings, including irregular student attendance, varying levels of learning readiness, and limited learning time. These constraints occasionally reduced the consistency of module use across sessions and may have influenced the magnitude of learning outcomes. Despite these challenges, the module still demonstrated a meaningful positive impact on student discipline, suggesting that its design remains robust and applicable within the complex realities of non-formal education contexts.

Implementation and Effectiveness of Learning Modules in Improving Student Discipline

The module is used as the main guide for tutors and students in learning social interaction material. Students follow the flow of activities in

each unit step by step through worksheets, discussions, role-playing, and case studies that require precision in following procedures, role distribution, and task completion according to instructions. Discipline records and reflection sheets integrated into the module help students monitor their learning behavior, such as arriving on time, following instructions, and completing tasks. In general, the implementation of the module makes learning more structured and encourages more consistent student engagement.

The effectiveness of the module was then measured using a single group pretest-posttest design involving 30 students in the Package B Program. The instrument used was a discipline character questionnaire containing 10 statements with a Likert scale of 1-4 (1 = strongly disagree to 4 = strongly agree) covering punctuality, obedience in following LKPD, compliance with tutor instructions, punctuality in submitting assignments, and the ability to make plans when facing obstacles.

Tabel 2. Average Pre-test and Post-test Scores for Student Discipline Characters

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	25.00	30	10.409	1.900
Posttest	30.33	30	7.631	1.393

The results of the descriptive analysis show that the average discipline score increased from 25.00 on the pretest to 30.33 on the posttest, with standard deviations of 10.409 and 7.631, respectively. If the maximum score is 40, then the average discipline score of the students increased from around 62.5% to 75.8% of the maximum score.

Based on the mean difference (5.33) and standard deviation of the difference (7.56), the effect size (Cohen's *d*) is around 0.7, which is classified as moderate to large. This indicates that the use of the module has a fairly strong influence on improving students' disciplinary characters.

Tabel 3. Paired T-Test Results for Pre-test and Post-test Discipline Attitude Scores

	Mean	t	df	Sig (2-tailed)
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Pretest- Posttest	-2.511	-3.865	29	.001
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The paired t-test results show that the difference between the pretest and posttest scores is statistically significant, with a t-value (29) = -3.865 and $p = 0.001$ ($p < 0.05$). The average score difference (pretest - posttest) was -5.33 with a standard deviation of 7.56 and a correlation between pretest and posttest scores of $r = 0.689$. This indicates a consistent increase in discipline scores among most students after using the character-based social studies learning module. The social interaction-based SOCIAL STUDIES EDUCATION module in improving student discipline does not only look at the increase in discipline scores, but also places these findings within the framework of research on character education programs and social and emotional learning (SEL).

The use of the module resulted in an average increase in discipline scores from 25.00 (62.5% of the maximum score) to 30.33 (75.8%), with a statistically significant difference and an effect size of approximately 0.7 (medium-large category). The magnitude of this change is in line with the findings of a recent review of character and discipline education programs, which concluded that planned and consistent character interventions have a real positive impact on rule compliance, punctuality, and responsibility for tasks. (Lamsir et al., 2025).

At the international level, the latest meta-analysis of social and emotional learning (SEL) interventions also shows that universal programs integrated into school curricula result in improvements in social-emotional skills and reductions in problem behaviors, with small to moderate average effects (Sritanti et al., 2024). The improvements in discipline achieved through this module can be considered realistic and consistent with the effectiveness patterns of character and SEL interventions in various educational contexts.

The results of this study confirm that the social interaction social studies module, which explicitly integrates discipline values through objectives, activity steps, student worksheets, and reflections, is not only appropriate in terms of content and design, but also effective as a character-

building tool in the PKBM environment. The challenge ahead is to maintain consistency in the implementation of the module and integrate it with other institutional efforts such as the PKBM discipline culture, the role of the family, and the strengthening of rules and regulations, so that changes in student discipline characters can be maintained and expanded.

CONCLUSION

The findings of this study contribute to the development of structured social studies teaching materials and character education practices within non-formal education settings, particularly PKBM. The study demonstrates that discipline-oriented modules can function not only as cognitive learning resources but also as pedagogical tools for systematically fostering students self-regulation and disciplinary behavior. By integrating discipline values into learning objectives, activities, worksheets, assessment rubrics, and reflection tasks, the developed module provides a practical model for character-based instructional design in heterogeneous learning environments. For PKBM tutors, this module offers concrete guidance in organizing more structured, participatory, and reflective learning processes that support both academic understanding and character formation. Future research may expand the implementation of this module across different PKBM contexts, involve larger participant groups, or integrate digital formats to enhance accessibility and sustainability of character-based social studies learning.

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