



Phenomenon-Based Learning Improves Self-Discipline and Work Team Competence in Social Sciences Learning

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ABSTRAK

Pembelajaran IPS bagi siswa Sekolah Dasar saat ini lebih membutuhkan kedisiplinan diri dan kompetensi dalam bekerja sama dalam kelompok. Padahal kemampuan tersebut merupakan tuntutan abad 21, namun berdasarkan permasalahan tersebut penelitian ini bertujuan untuk menguji pengaruh model pembelajaran berbasis fenomena terhadap kompetensi disiplin diri dan kompetensi kerja sama dalam pembelajaran IPS. Jenis penelitian yang digunakan adalah Quasi-Experimental Design (eksperimen semu) dengan rancangan posttest-only control group design. Populasi dalam penelitian ini adalah seluruh siswa Sekolah Dasar yang berjumlah 192 siswa. Sampel penelitian ini diambil secara acak (random sampling) dengan jumlah sampel sebanyak 58 siswa. Metode yang digunakan untuk mengumpulkan data adalah angket. Instrumen yang digunakan untuk mengumpulkan data penelitian adalah lembar angket. Analisis yang digunakan untuk menguji hipotesis adalah ANOVA dua jalur. Hasil penelitian menunjukkan adanya pengaruh yang signifikan secara simultan maka terdapat pengaruh Phenomenon Based Learning terhadap disiplin diri dan kompetensi kerja sama dalam Pembelajaran IPS. Penelitian ini mengimplikasikan bahwa penerapan Phenomenon Learning dapat mempermudah siswa dalam mempelajari mata pelajaran IPS yang berdampak pada peningkatan kompetensi siswa.

ABSTRACT

Social studies learning for elementary school students requires more self-discipline and competence in group work. Even though these abilities are demands of the 21st century, based on these problems, this research aims to test the influence of the phenomenon-based learning model on self-discipline competence and cooperation competence in social studies learning. The type of research used is Quasi-Experimental Design (quasi-experiment) with a posttest-only control group design. The population in this study was all elementary school students, totalling 192 students. The sample for this research was taken randomly (random sampling) with a total sample of 58 students. The method used to collect data is a questionnaire. The instrument used to collect research data was a questionnaire sheet. The analysis used to test the hypothesis is two-way ANOVA. The research results show a significant influence simultaneously, such as the influence of Phenomenon-Based Learning on self-discipline and cooperative competence in Social Sciences Learning. This research implies that the application of Phenomenon Learning can make it easier for students to study social studies subjects, which impacts increasing student competence.

1. INTRODUCTION

Social Sciences is one of the subjects taught in elementary schools. Social studies learning combines basic concepts from various social sciences, prepared through an educational approach to make learning meaningful for students (Devi et al., 2019; Hidayat & Haryati, 2022; Setiadewi et al., 2019). It is supported by previous research findings which reveal that Social Sciences is a subject that studies various social lives based on material from economics, sociology, geography, and constitutional studies (Setiadewi et al., 2019; Sugiharti et al., 2020; Trisnadewi et al., 2020). The function of social studies subjects in elementary schools is to develop students' rational abilities and attitudes regarding social phenomena and students' abilities regarding the development of Indonesian society in the past and present (Indraswati et al., 2020; Melindawati et al., 2021; Setiadewi et al., 2019; Sugiharti et al., 2020; Trisnadewi et al., 2020).

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Students who study social studies well can develop basic knowledge and skills that are valuable in everyday life. Apart from that, good social studies learning can also help students become good citizens because it can teach students to think critically and pass on the cultural values that exist in their environment (Damayanti et al., 2020; Devi et al., 2019; Hidayat & Haryati, 2022; Setiadewi et al., 2019; Sugiharti et al., 2020). Social studies learning will help students live in harmony with their social environment (Meilana et al., 2020; Melindawati et al., 2021). Social studies learning in elementary schools aims to develop students' knowledge in interacting and solving social problems in everyday life. Therefore, teachers must create a fun and meaningful learning atmosphere to help students understand social studies learning and form self-discipline. Self-discipline is an essential thing to instill in elementary school students. It is closely related to self-control, part of the student's inner self (Adlya et al., 2020; Djazilan et al., 2022). Discipline is a condition formed through a series of behaviours illustrating the value of obedience to a rule. (Febrianty & Cendana, 2021; Nawantara et al., 2020). Discipline can produce students who can understand and differentiate between things that are obligatory and required to be done or things that should not be done (Fradila & Dahlan, 2023; Van Rooij & Zirkle, 2016). Self-discipline is related to effort and achieving targets on time. Discipline is closely related to the concept of learning theory because it is an element of human life that arises from the process of repeated learning and practice (Adlya et al., 2020; Djazilan et al., 2022; Kwok & Fang, 2022). It is what causes teachers to develop students' self-discipline in learning activities so that high levels of discipline will be formed in students. Apart from that, learning social studies can also help improve teamwork competence.

Competence in teamwork is the ability to work in a team and carry out work based on skills and knowledge. In social studies learning activities, teachers are expected to be able to shape students' abilities to work together in teams. Because these abilities will later be used by students in community activities (Hughes-Gay et al., 2021; Widodo & Wardani, 2020), this collaboration capability is also essential in the 21st century (Narayan et al., 2019; Peters-burton & Stehle, 2019). Working in a team requires interaction between students, so students are expected to be fully and actively involved in learning activities (Kusuma, 2018; I. A. Pratiwi et al., 2018b). It is by previous research findings reveal that cooperation is a form of relationship between several parties who interact with each other to achieve common goals (Ardianti et al., 2017; I. A. Pratiwi et al., 2018a, 2018b). Therefore, in social studies learning activities, teachers are expected to be able to form self-discipline and teamwork competencies in elementary school students. However, the current problem is that many students still need help learning social studies. It is reinforced by previous research findings which reveal that many students still obtain low social studies learning outcomes (Afnan et al., 2022; Asmah et al., 2022; Masithoh, 2022). Other research findings also confirm that low student learning outcomes are caused by students often feeling bored in learning activities and being passive in learning activities, only listening to explanations from the teacher (Marwanti et al., 2022; Noervadila, 2022; Nurmailis, 2022). Other research findings also confirm that low student learning outcomes are caused by students often feeling bored in learning activities and being passive in learning activities, only listening to explanations from the teacher (Masithoh, 2022; Permana & Kasriman, 2022). This problem was also found in several schools in Buleleng Regency. Based on observations at SDN Gugus 5 Sukasada District, problems were found in social studies learning. In social studies learning, teachers use inappropriate learning models and media, which affects learning activities. Teachers' learning model is still teacher-centred, students become passive, and students need more competence in self-discipline and teamwork. Therefore, learning activities like this impact students' low abilities. The analysis also found that the average student learning score was below the KKM.

Based on these problems, a solution can be offered, namely by implementing an innovative learning model to build students' self-discipline abilities and competence in teamwork. A learning model is a pattern that can be used as a guide in planning learning activities in the classroom (Handayani & Sinaga, 2022; Munir et al., 2022; Nurasih et al., 2022). The function of using innovative learning models is as a guide for teachers to carry out learning creatively so that learning objectives can be achieved optimally (Handayani & Sinaga, 2022; Khoiriyah et al., 2022; Permatasari et al., 2022; Utsman et al., 2022). Teachers can use the Phenomenon Based Learning (PhBL) learning model to build self-discipline abilities and competence in teamwork. Phenomenon Based Learning is a learning model based on actual events experienced by students in everyday life (Bachri et al., 2023; Wakil et al., 2019). It can be said that the Phenomenon Based Learning model is phenomenon-based. This learning activity is based on events experienced by students in everyday life so that it can provide meaningful learning activities for students (Andriani et al., 2022; Bachri et al., 2023; Putri et al., 2018; Wakil et al., 2019). Previous research findings reveal that the Based Learning phenomenon can improve students' learning abilities and understanding (Akkas & Eker, 2021; Bachri et al., 2023; Wakil et al., 2019). Other research also reveals that Phenomenon-Based Learning can stimulate students' thinking abilities so that students are fully involved in learning activities (Pratiwi et al., 2021; Putri et al., 2018). However, there has yet to research regarding

phenomenon-based learning in improving Self-Discipline and Teamwork Competence in Social Studies Learning. The advantage of implementing phenomenon-based learning is that it gives students the flexibility to offer a complex understanding. Apart from that, in learning activities, students are also required to collaborate and solve the problems they face based on the phenomena that occur to develop self-discipline and the ability to work together in teams. Based on this, this research aims to analyze the influence of the phenomenon-based learning model on Self-Discipline and Teamwork Competence in Social Studies Learning.

2. METHOD

The type of research used is quasi-experimental Design (quasi-experiment), which uses a posttest-only control group research design. A quasi-experimental design is a research design used to study the effect of an independent variable on a dependent variable without using randomization (Cresswell, 2014). The research location is SD Gugus 5 Sukasada District. The population in this study were all elementary school students at SDN Gugus 5 Sukasada District, totalling 192 fifth-grade elementary school students. Sample selection in this study was carried out without individual randomization because it was challenging to change classes that had already been formed. The sample selection technique used in this research is a simple random sampling technique. Through this technique, each class has the same opportunity to be selected as a sample. The sample was determined after an equality test on the nine schools that comprised the population. This equality test is carried out through an analysis of student learning outcomes. The results of the equality test show this F_{count} is smaller than F_{table} ($F_{count} < F_{table}$), namely $0.56 < 1.99$, so there is no significant difference, so it can be said that the populations are the same. The image results show that class IV of SD Negeri 4 Panji is an experimental class with 30 students, and class IV of SD Negeri 3 Sambangan is a control class with 28 students. The experimental class was treated using the Phenomenon-Based Learning model, and the control class was not treated using the Phenomenon-Based Learning model. The method used to collect data is a questionnaire. Data collection methods are used to determine the effect of Phenomenon-Based Learning on Self-Discipline and Teamwork Competence in Social Sciences Learning. The questionnaire collected data regarding Self-Discipline and Competence in Team Work. The instrument used to collect research data was a questionnaire sheet. The questionnaire sheet will be tested to determine the validity of the test. The instrument item validity test results from 2 experts found 15 valid items. The reliability test results obtained a coefficient of 0.67, so the instrument's reliability is very high. The research instrument grid is presented in Table 1.

Table 1. Research Instrument Grid

No	Variable	Indicator
1	Self Discipline	<ol style="list-style-type: none"> 1. Students' accuracy in school activities and assignments given 2. Resource Usage 3. Use language, time and clothing according to the rules 4. Student regularity 5. Self-awareness
2	Competence in Teamwork	<ol style="list-style-type: none"> 1. Knowledge in Solving Problems 2. Teamwork 3. Communication Skills 4. Student Initiative 5. Quality of Group Work Results

The analysis used to test the hypothesis is two-way ANOVA. This research determines the influence of 1 independent variable, the Phenomenon Based Learning model, on 2 dependent variables, namely Self-Discipline and Teamwork Competence in Social Studies Learning. Normality and homogeneity tests are carried out first before testing the hypothesis. The normality test uses the Kolmogorov-Smirnov test at the 5% level. The test criteria are $p\text{-value} > 0.05$, so the data is usually distributed. Homogeneity test using SPSS assistance. Hypothesis testing uses a two-way analysis of variance (ANOVA). Hypothesis testing was carried out using the two-way ANOVA test, and further testing was done using the Tukey HSD test at a significance level of 5% ($\alpha=0.05$) with the help of SPSS 26 for Windows on the hypothesis.

3. RESULT AND DISCUSSION

Result

Hasil This research tests Phenomenon Based Learning competencies regarding self-discipline and teamwork in social studies learning. The descriptive analysis results show a significant influence of the application of Phenomenon Based Learning on self-discipline and teamwork competence in social studies learning. The results of the descriptive analysis show that there are differences in self-discipline and teamwork competencies that apply Phenomenon-Based Learning and classes that do not apply Phenomenon-Based Learning. This difference is indicated by the higher self-discipline and teamwork competency scores in the experimental class compared to the control class. The results of the descriptive analysis are presented in [Table 2](#).

Table 2. Results of Descriptive Analysis of the Application of the Self-Discipline and Teamwork Competency Model

Dependent variable	Independent Variable	Mean	Std. Deviation	N
Self Discipline	Phenomenon Based Learning	45.33	1.539	30
	Conventional	39.71	2.651	28
	Total	42.62	3.543	58
Competence in Team Work	Phenomenon Based Learning	91.30	2.842	30
	Conventional	83.79	3.552	28
	Total	87.67	4.943	58

Before testing the hypothesis, the prerequisite tests for the analysis are carried out, namely the normality test and homogeneity test. The first prerequisite test is the normality test using Kolmogorov-Smirnov. The results of the analysis show that all data comes from a normally distributed data group, as indicated by the sig value > 0.05. The results of the normality test are presented in [Table 3](#).

Table 3. Normality Test Results

Dependent variable	Independent Variable	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Self Discipline	Phenomenon Based Learning	0.141	30	0.135
	Conventional	0.173	22	0.084
Competence in Team Work	Phenomenon Based Learning	0.114	30	0.200*
	Conventional	0.090	22	0.200*

The results of the homogeneity analysis show that the research data comes from a homogeneous data group. These results can be proven from the sig value—more than 0.05. The homogeneity test results with Box's Test of Equality of Covariance Matrices obtained a sig value of 0.5, with an F value of 1.951. Thus, the MANOVA analysis prerequisite tests have been fulfilled with customarily distributed and homogeneous data so that hypothesis testing can be carried out. The results of the hypothesis test are presented in [Table 4](#).

Table 4. Results of MANOVA Test Analysis

	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	0.999	22205.976 ^b	2.000	49.000	0.000	0.999
	Wilks' Lambda	0.001	22205.976 ^b	2.000	49.000	0.000	0.999
	Hotelling's Trace	906.366	22205.976 ^b	2.000	49.000	0.000	0.999
	Roy's Largest Root	906.366	22205.976 ^b	2.000	49.000	0.000	0.999
Treatment	Pillai's Trace	0.677	51.255 ^b	2.000	49.000	0.000	0.677
	Wilks' Lambda	0.323	51.255 ^b	2.000	49.000	0.000	0.677
	Hotelling's Trace	2.092	51.255 ^b	2.000	49.000	0.000	0.677
	Roy's Largest Root	2.092	51.255 ^b	2.000	49.000	0.000	0.677

Based on the findings presented in [Table 4](#), Pillai's Trace, Wilks' Lambda Hotelling's Trace, and Roy's Largest Root show an F coefficient of 22205.976^b with a Sig value. 0.00. This means there is a

simultaneous difference between self-discipline and teamwork competencies in social studies learning between students taught through Phenomenon-Based Learning and students taught through limited face-to-face learning without using Phenomenon-Based Learning. The results of the Tests of Between-Subjects Effects analysis are presented in Table 5.

Table 5. Results of Inter-Subject Effect Test Analysis

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Self-discipline	1430.188 ^a	1	1430.188	48.958	0.000	0.495
	Competence in Team Work	720.882 ^b	1	720.882	64.852	0.000	0.565
Intercept	Self-discipline	403280.341	1	403280.341	13804.925	0.000	0.996
	Competence in Team Work	389873.959	1	389873.959	35073.798	0.000	0.999
Treatment	Self-discipline	1430.188	1	1430.188	48.958	0.000	0.495
	Competence in Team Work	720.882	1	720.882	64.852	0.000	0.565
Error	Self-discipline	1460.639	50	29.213			
	Competence in Team Work	555.791	50	11.116			
Total	Self-discipline	423551.000	52				
	Competence in Team Work	405903.000	52				
Corrected Total	Self-discipline	2890.827	51				
	Competence in Team Work	1276.673	51				

The results of the data analysis are presented in Table 5; the results of the Tests of Between-Subjects Effects analysis show an F value of 48.958 with a Sig value. 0.0, so it's smaller than 0.05. These results show the influence of Phenomenon Based Learning on self-discipline—students' analytical thinking. The Tests of Between-Subjects Effects analysis results show an F value of 64.852 with Sig. 0.00, then it is smaller than 0.05. It shows the influence of THK-based Phenomenon Based Learning on teamwork competency in social studies learning.

Discussion

The results of the data analysis show that the application of the Phenomenon Learning model in the experimental group shows an influence that it is effectively used for social studies learning for elementary school students. Several factors cause it. First, the phenomenon-based learning model can improve students' self-discipline in learning social studies. Students with high self-discipline will be aware of learning independently, increasing their abilities (Chu et al., 2017; Djazilan et al., 2022; Nawantara et al., 2020). Discipline in learning means students can design learning activities independently and complete assignments on time (Adlya et al., 2020; Baehaqi, 2020; Fradila & Dahlan, 2023). Self-discipline will be formed through learning processes and activities that demonstrate the values of order and obedience based on students' moral values to achieve behavioural changes, which include changes in thinking, attitudes and actions. In learning activities, students are invited to understand complex phenomena to develop their intelligence and thinking abilities (Bachri et al., 2023; Putri et al., 2018; Wakil et al., 2019). In addition, students are required to solve complex phenomena together in groups promptly, which will foster self-discipline in students. Social studies learning activities can shape students' self-discipline so that students can quickly adapt to changes. In this way, students can improve their self-discipline abilities and make students understand the role and function of social studies in everyday life, thereby increasing students' awareness and involvement in social studies learning. Second, the phenomenon-based learning model can improve team collaboration competencies in social studies learning. In learning activities, the teacher acts as a side guide, allowing students to learn independently with the team and use their thinking skills to solve a particular problem based on existing phenomena. The syntax of the Phenomenon Based Learning model involves steps such as orienting students to the problem of organizing student learning, guiding group investigations, and developing work results (Andriani et al., 2022; Bachri et al., 2023; Putri et al., 2018; Wakil et al., 2019). Group learning activities will undoubtedly improve and build student

teamwork competencies (Silalahi & Hutauruk, 2020; Syam et al., 2020; Tiwow et al., 2020). It is supported by previous research findings, which state that group learning activities can foster cooperative attitudes and learning outcomes (Astuti & Suryani, 2022; Kusuma, 2018; Permatasari et al., 2022). Students work together to complete group assignments to develop an attitude of providing encouragement and support to their group friends who need help. By working together, students will be aware of how to explain learning material to friends who do not understand. Students who can explain learning material to their friends have a more significant influence on student understanding than before (Ardiyani & Gunarhadi, 2018; Syam et al., 2020). Other research findings also reveal that learning activities in groups can improve students' understanding and learning outcomes because students must master learning and share it with their group friends (Demitra & Sarjoko, 2018; Israel, 2019). It causes the Phenomenon-based Learning model to improve teamwork competence in social sciences learning.

Third, the Phenomenon Learning model can improve self-discipline and work-team competence in social studies learning. In learning activities, the Phenomenon-Based Learning Model increases self-discipline and collaboration with learning materials in everyday life around students. Collaboration in social studies learning is students' ability to work with their group friends, such as carrying out discussion tasks and gathering information (Gading & Kharisma, 2017; Vista et al., 2019). Cooperation between students is essential because it develops social skills in students, such as the ability to communicate and interact with others. In social studies, collaboration can also improve students' ability to understand concepts and apply the knowledge they gain in everyday life (Damayanti et al., 2020; Maharani & Kristin, 2017). It is necessary for students to comprehend complicated phenomena in order to make learning activities more engaging and entertaining (Andriani et al., 2022; Bachri et al., 2023; Putri et al., 2018; Wakil et al., 2019). The phenomenon-based learning process is almost the same as learning activities in Gemuntu, but this model discusses learning material in terms of daily activities or phenomena around students. Systemic Phenomenon-Based Learning Model: Students conceptualize concepts and theories through direct learning (Andriani et al., 2022; Putri et al., 2018). Thus, this activity can increase students' understanding of the learning material. It is also supported by previous research findings, which reveal that the Phenomenon Based Learning model can improve students' critical thinking and analysis skills. (Akkas & Eker, 2021; Bachri et al., 2023). So, the Phenomenon Based Learning model can improve self-discipline competence and teamwork in social studies learning. Applying the Phenomenon Learning model can help students learn social studies, and it has an impact on improving learning outcomes as well. This research implies that applying the Phenomenon Learning model can create a more active and enjoyable social studies learning atmosphere, thereby increasing discipline and teamwork skills in elementary school students. Apart from that, the Phenomenon Based Learning model can also develop students' thinking abilities in solving problems in the field.

4. CONCLUSION

The results of data analysis show the first finding, namely, there is a significant difference in self-discipline between students who take part in learning using Phenomenon Learning and those who do not apply Phenomenon Learning. Second, there is a significant difference in teamwork competence between students who take part in learning using Phenomenon-Based Learning and the group of students who do not apply Phenomenon-Based Learning. Based on the findings, Phenomenon-Based Learning can improve elementary school students' self-discipline and teamwork competencies in social studies learning.

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