

The Effect of the Reflective Pedagogy Paradigm Approach in Improving the Disciplinary Attitudes of Third Grade Students of SD Inpres Bontoala I Gowa Regency

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Abstract. In terms of obeying the rules, students in uniform, whether according to the regulations, clothes are inserted, and wear a belt and black shoes. The researcher also observed students' self-control and whether students listened when the teacher explained. Another thing that was observed was students' awareness when learning, whether they worked seriously to get good grades. Interviews conducted by researchers with class teachers related to student discipline in participating in learning at school. The type of research used is quantitative research. This means that this research aims to find data through experiments. The experiment format chosen in this research is a pre-experimental design. It is said to be a pre-experimental design because the design is not a real experiment because external variables will still affect the formation of the dependent variable. The subject and research sample are class III students totaling 33 people. Data collection techniques include initial tests, treatment, and final tests. The data used in this study are descriptive statistical analysis and inferential statistical data analysis. From the results of the calculation on the pretest, the average value of the discipline level of the students of SD Inpres Bontoala I, Pallangga District, Gowa Regency, after using the Reflective Pedagogy Paradigm Approach is 60.45. And from the posttest calculation, the average value of the discipline level of SD Inpres Bontoala I students in Pallangga District, Gowa Regency, after using the Reflective Pedagogy Paradigm Approach is 84.54.

Keywords: *Paradigm; Pedagogy; Reflective; Discipline*

INTRODUCTION

Education is the key to future development. Humans can learn to develop their potential so that quality human resources can be achieved through education.

Education is the learning of knowledge, skills, and habits of a group of people passed down from one generation to the next through teaching, training, or research. Education often occurs under the guidance of others, but it is also possible to be self-taught. The etymology of the word education itself comes from the Latin *ducere*, meaning "to lead, direct, or lead,"

and the prefix *e*, meaning "out." Thus, education means the activity of "leading out."

The meaning of education in Law Number 20 of 2003 is a conscious and planned effort by a person to create an atmosphere and learning process so that students can actively develop their potential so that students have religious, spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves in life, nation, state.

The function and purpose of education, according to Indonesian Law Number 20 of

2003, is to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aiming to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Noor, 2018). Education is essential to be instilled from an early age through primary education.

Primary education, according to KBBI, is the lowest education required for all citizens. Primary education in Indonesia is the initial level of education during the first 9 years of children's schooling. This primary education is the basis for secondary education. Basic education in Indonesia starts from elementary school to junior high school. The materials provided for elementary education include Mathematics, Natural Sciences, Social Sciences, Indonesian Language, Physical Education, Cultural Arts and Crafts, Religious Education, and Civic Education.

Civic Education (Civics) is one of the subjects taught in elementary school. Civics is an education that directs students to become democratic citizens who respect differences and love justice and truth. Civics is a subject that contains character education aimed at children in Indonesia. Character education develops values from the nation's worldview, religion, and culture formulated in national education goals. Civics is a means of developing attitudes. According to (Tjandra &

Tjandra, 2013), attitude consists of three components: cognitive, affective, and conative.

One of the essential social attitudes for students is discipline. Discipline has an essential role in efforts to improve the quality and quality of learning in schools; one of the essential roles of discipline, according to (Arianto, 2013) is "Encouraging students to do good and right things, students learn to live with good, positive and beneficial habits for themselves and their environment."

According to (Reski et al., 2017), "Discipline is one aspect that supports success in the learning process to achieve educational goals." Meanwhile, according to (Elly, 2016), "Discipline is compliance with rules or submitting to supervision or control." So discipline is following and implementing existing rules/regulations. Discipline also directs one's behavior in a positive direction and shapes relatively good students.

As stated in Permendikbud No. 24 of 2016 that the competence of social attitudes showing disciplined behavior is achieved through indirect teaching, namely exemplary habituation and school culture. According to (Ahsanulhaq, 2019), The habituation method is one of the effective ways to foster the religious character of students because they are trained and accustomed to doing it every day. Habits carried out daily and repeatedly will permanently be embedded and remembered by students so that it is easy to do it without having to be reminded. The teacher can carry out this

habit in class or learning so that by doing habituation, students will get used to making good habits.

In implementing character education in schools, the habituation of learners to behave well needs to be supported by exemplary teachers and principals. The deeds and actions of teachers have a significant influence on the growth and development of students to imitate someone who is considered to be a role model. Therefore, the examples and role models shown by teachers and principals influence learner discipline. In addition, discipline should be applied consistently and continuously by predetermined regulations so that if discipline has become a character, educational goals will be achieved and get maximum results. Conversely, students who violate school rules or regulations will get punishment or sanctions according to the type of offense committed. Thus, if the school can implement the rules correctly and consistently, discipline will become a culture and character reflected in students' behavior. Nevertheless, in reality, students still need to show an attitude of discipline.

Based on teacher reflection and asking students, the factors that cause students to be undisciplined include students' lack of self-awareness regarding learning discipline and students who are difficult to tell. In addition, social factors such as students feeling great in class, they want to avoid obeying and submitting and often make a mess in class.

Lack of teacher attention to students, teachers only advise students when students make mistakes, but afterward, students repeat these mistakes. Students need to gain awareness about the importance of discipline, especially in learning.

According to opinion (Wahana, 2016), "The Reflective Pedagogy Paradigm is a mindset in developing the personalities of students into humanized individuals." Meanwhile, according to (Pratini, 2016), "The reflective pedagogy paradigm is a way for lecturers to assist students so that students develop into a complete person." The Reflective Pedagogy Paradigm is finding the values of life by reflecting in a lesson so that students can plan practical actions to improve. "The advantage of this reflective pedagogy paradigm is that it does not just develop students to be able to master knowledge and skills, but it is much broader, namely helping students towards the full development of all God-given talents of each individual member of the human community" (Hasudungan & Riau, 2022). The mindset of PPR is to shape the person, and students are facilitated with questions to reflect on experiences and action questions so that students can make intentions by values. Using the Reflective Pedagogy Paradigm it is hoped that it can improve the character values of students, especially the attitude toward learning discipline.

Researchers also conducted interviews with class teachers to see the initial conditions

of students at SD Inpres Bontoala I. Researchers observed obeying the rules, namely students in uniform whether according to the rules, clothes are inserted, wearing belts and black shoes. The researcher also observed students' self-control, and whether students listened when the teacher explained. Another thing that researchers observed was students' awareness when learning, whether they worked seriously to get good grades. Interviews conducted by researchers with class teachers related to student discipline in participating in learning at school.

Third-grade students of SD Inpres Bontoala, I need help in being disciplined. The attitude here does not mean only actions but also contains three essential things: understanding or cognitive aspects, appreciating or affective aspects, and implementing or conative aspects regarding the value of discipline. This statement is known from the results of the researcher's observations. Researchers also conducted interviews with class teachers to see the initial conditions of students at SD Inpres Bontoala I. Researchers observed in terms of obeying the rules, namely students in uniform whether according to the rules, clothes are inserted, wearing belts and black shoes. The researcher also observed students' self-control and whether students listened when the teacher explained.

Another thing that researchers observed was students' awareness when learning,

whether they worked seriously to get good grades. The interview conducted by the researcher with the class teacher was related to student discipline in participating in learning at school. The researcher believes students' disciplinary attitude in applying Civics learning material needs to be addressed.

Some previous studies using the reflective pedagogy paradigm learning model can be mentioned as follows: (1) Research ([Printina, 2019](#)) with the title "Utilization of Digital Comic Media Through Elements of PPR (Reflective Pedagogy Paradigm) in Modern West Asian History Courses." The results showed that the utilization of digital comic media in the Modern West Asian History course had been carried out through 3 elements, namely Competence covering mastery of one of the materials in the Modern West Asian History course, Conscience, which is described through reflection in digital comics, and Compassion extracting action through the use of digital comics following the relevance of regional history learning for the nation's progress (2) Research conducted by ([Kamarudin, 2021](#)), entitled Improving Student Learning Outcomes in Civics Lessons by Applying the Reflective Pedagogy Paradigm Model in Elementary Schools, concluded that after applying the Reflective Pedagogy Paradigm (PPR) learning model in cycle I, the learning outcomes of Pancasila and Citizenship Education (PPKn) students had an average score of 70% or 52.6% student success

rate. In cycle II, the average score was 81.57% or 84.21% of the success rate of environmental students and the leadership spirit of PGSD students in class III/E, and (3) (Hartana et al., 2016). The results of research on student achievement motivation obtained that the average value of cycle 1 achievement motivation was 108.23 and cycle 2 was 116.05, thus an average difference of 7.825 was obtained where the average value of cycle 1 achievement motivation was lower, and the average value of cycle 2 achievement motivation was higher. From the t-test, the calculated t value is 2.572, and the t table is 2.000 with a probability of 0.012 at the 0.05 significance level. Because the calculated t value is greater than the table and the probability is far below 0.05, the application of Ignatian (Reflective) Pedagogical Paradigm learning can also increase the achievement motivation of VB grade students of SD Kanisius Sengkan, Yogyakarta in learning science.

The above studies focus on increasing understanding and social such as a sense of loyalty, brotherhood, love of the environment, and leadership spirit. The difference with this research is to improve the attitude of discipline by using the reflective pedagogy paradigm approach in class III in Civics learning.

The description above is the background to determine the increase in the attitude of discipline values in Civics subjects. This is what underlies the researcher to conduct a

study entitled "The Effect of the Reflective Pedagogy Paradigm Approach in Improving the Disciplinary Attitudes of Third Grade Students of SD Inpres Bontoala I, Pallangga District, Gowa Regency."

RESEARCH METHODS

The type of research used was quantitative research. This means giving numbers from the data obtained from the research results (Lumban Gaol, 2021). According to (Rohana, 2015), "suggests that experimental research is a nonequivalent pre-test and post-test control group design or Nonequivalent Pre-Test and Post-test Control-Group Design.

This research was conducted at Inpres Bontoala I Elementary School, Pallangga District, Gowa Regency. This research was conducted in the odd semester of the 2022/2023 school year at SD Inpres Bontoala I.

SD Inpres Bontoala I has 428 students, 218 males, and 210 females. The economy was classified as middle class because most of the livelihoods were construction workers and fishermen. This study took 33 third-grade students, consisting of 17 boys and 16 girls. (Sugiyono, 2017) says that the research used is a pre-experimental design with a type of One Group pretest-posttest design, namely experiments conducted in one group without a comparison group. In the One Group pretest-posttest design, there was a pre-test before

treatment and a post-test after treatment. Thus, the treatment can be compared with the situation before treatment.

This design was described as follows:

Pre-Test	Treatment	Post-Test
O1	X	O2

Source: Emzir, 2015:97

Description

O1 = Initial test given to the experimental class in the study

X = Treatment given to the experimental class, namely using the reflective pedagogy paradigm approach.

O2 = Final test given to the experimental class at the end of the study.

Thus, measurements were taken twice before and after being treated with the same instrument.

The research procedure was a conceptual phase, a design and planning phase, making instruments and collecting research data, an empirical phase, an analytical phase, dissemination phase.

According to (Sukmadinata, 2016), Observation as a data collection technique has specific characteristics compared to other techniques. The Observation was used to obtain data related to teaching and learning during research.

According to (Sugiyono, 2016), a test is the giving of several questions whose answers are right or wrong. Tests were written, oral, practical, or performance tests. The test form used in this study was an objective test, namely a test in which the examination can be carried

out objectively and will be given at the end of the learning (Post-test). Measurement of learning outcomes tests was carried out to know the improvement of student learning outcomes by looking at the scores obtained, as well as one of a series of activities in implementing learning using the Reflective Pedagogy Paradigm learning model.

According to (Sugiyono 2019), documentation recorded past events. Documentation took the form of writings, images, or monumental works of a person. Researchers took documentation in the form of photographs in the Civics learning process, test results, observation results, and field notes.

The data collection technique used in this research was a learning outcome test. The data collection steps that were carried out were the initial test, treatment, and final test.

Descriptive and inferential analysis was used to analyze the data obtained from the research results. Then the data in the form of pre-test and post-test scores that had been collected were compared. To compare the two values, the question was asked whether there was a difference in the value obtained between the pre-test and post-test values. Submission of differences from the value was only made on the average of the two values. For this purpose, a technique called the t-test was used with the steps of data analysis. The One Group pre-test post-test experimental model was descriptive and inferential statistical data analysis.

DISCUSSION

In this section, the findings obtained from the results of the research data analysis are described. Descriptive statistical analysis determines the average value and percentage of student learning completeness, while inferential statistical data analysis tests the hypothesis.

The descriptive statistical analysis results before using the influence of the Reflective Pedagogy Paradigm Approach obtained an average pretest value of student learning outcomes of 60.45 with a percentage of student discipline level criteria completed by 24.24% and those that were not completed by 75.76%. This shows that student learning outcomes before using the reflective pedagogy paradigm approach are categorized as low because they are still below the Minimum Completion Criteria (KKM). Looking at the results of the existing percentage, the level of students' ability to understand the material about discipline before applying the influence of the Reflective Pedagogy Paradigm Approach is still low.

The treatment using the Effect of the Reflective Pedagogy Paradigm Approach obtained an average posttest value of student learning outcomes of 84.54 with a percentage of discipline level criteria that were completed 90.91% and those that were not completed 9.09%. This shows that student learning outcomes after using the Reflective Pedagogy Paradigm Approach have increased and have

reached the Minimum Completion Criteria (KKM).

Based on the percentage results, students' ability to understand Civics material after using the Reflective Pedagogy Paradigm Approach is high.

Furthermore, to determine the results of inferential research, the t-test formula is used. First, the steps determine the average value of the gain (posttest-pretest), then the average value obtained from the gain is 18.18. After the average value of the subsequent gain is to determine the square of the deviation. The square deviation value obtained is 4,690.91. After the average value of the gain and the fair value of the deviation, the next is to determine the t-test value. The value obtained from the t-test is 8.62.

Based on the data management results, it can be analyzed that there is a significant difference before and after the application of the Reflective Pedagogy Paradigm Approach to the level of discipline of third-grade students of SD Inpres Bontoala I, Pallangga District, Gowa Regency. The results of inferential statistical analysis using the t-test showed that the calculated value = 8.62. Therefore, if the calculated t value is more than the t table at a significant level of 0.05, then Hypothesis 0 (H_0) is rejected, and the alternative hypothesis (H_1) is accepted; this means that there is a significant difference before and after the Reflective Pedagogy Paradigm Approach to the level of discipline of third-grade students

of SD Inpres Bontoala I, Pallangga District, Gowa Regency.

Based on the minimum completeness criteria (KKM) at SD Inpres Bontoala I, Pallangga District, Gowa Regency, the level of discipline of third-grade students is said to be complete if students get a score of 70 and above.

Before applying the Reflective Pedagogy Paradigm Approach, the completeness of student discipline level out of 33 students, there were only 8 students who were complete and 25 students who were not complete. After the Reflective Pedagogy Paradigm Approach, the completeness of student learning outcomes increased, namely, out of 33 students, 30 students were complete. There were only 3 students whose scores needed to be completed. After applying the Reflective Pedagogy Paradigm Approach at SD Inpres Bontoala I, Pallangga District, Gowa Regency has met the criteria for completeness of learning outcomes.

The results of the research testing above are in accordance with the research that previous researchers have conducted. This is also in line with research conducted by (Galeh Iswari & Akip, 2015). His research shows that the competence and ability of the cognitive domain of third-grade students of SDN No. 18 Tubung have increased after applying the lesson plan in the learning process. in cycle I 16.7% and in cycle II increased to 90%. As for the results of competence in math subjects

during the pre-cycle, the percentage value of the results in cycle I was 75%, and in cycle II was 100%. for social studies subjects in cycle I 67%, and in cycle II to 73%. This success can be achieved because of students' enthusiasm during the research. This is due to the use of the Reflective Pedagogy Paradigm Approach in the learning process which is new to students so that it can attract students' attention during the learning process and help teachers in delivering learning materials because of its form, which can facilitate students in the learning process.

Based on the results of descriptive analysis and inferential statistical analysis that have been obtained and the results of observations that have been carried out, it can be concluded that there is a significant influence before and after the implementation of the Reflective Pedagogy Paradigm Approach on the level of student discipline at SD Inpres Bontoala I, Pallangga District, Gowa Regency.

CONCLUSION

Based on the results of data analysis and discussion that has been stated, it can be concluded that the Reflective Pedagogy Paradigm Approach affects student learning outcomes, especially at the level of discipline of SD Inpres Bontoala I students, Pallangga District, Gowa Regency. This can be seen from the average post-test value obtained from student learning outcomes after applying the

Reflective Pedagogy Paradigm Approach is higher than the average pretest value before applying the Reflective Pedagogy Paradigm Approach. The average pretest obtained before applying the Reflective Pedagogy Paradigm Approach was 60.45. After taking action by applying the Reflective Pedagogy Paradigm Approach, the average post-test score was 84.54. Likewise, based on the results of hypothesis testing using the t-test formula. The results of hypothesis testing show that the calculated t value = 8.62 with df of $33-1 = 33$ at a significant level of $\alpha = 0.05$. So it is concluded that H_0 is rejected and H_1 is accepted, which means that the application of the Reflective Pedagogy Paradigm Approach affects the level of discipline of students of SD Inpres Bontoala I, Pallangga District, Gowa Regency.

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