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The Effect Of Social Simulation Learning Model On Students' Social Attitudes, Morality, And Courtesy

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Abstract
This study aims to determine the effect of the social simulation learning model on the social attitudes, morality, and courtesy of students in higher education. The research involved 52 students selected randomly from second-semester students at two universities during the odd semester of 2022/2023. Data on learning independence were collected using a questionnaire. This study employed a quasi-experimental research design. Prerequisite tests were conducted using normality and homogeneity tests. Normality was tested using the Kolmogorov-Smirnov test, while homogeneity was tested with homogeneity variance. If the prerequisites were met, a homogeneity test was performed. The research findings indicate that the p
rerequisite tests were fulfilled, confirming that the data were normally distributed and homogeneous. The homogeneity test results concluded that there is a significant effect of the social simulation model on social attitudes, morality, and courtesy. The social simulation model positively influences these aspects, with significant differences observed between the two groups after the treatment was administered. The normality and homogeneity tests ensured that the data met the criteria for valid statistical analysis. These findings highlight the importance of using experience-based learning methods to develop students' interpersonal skills, which will positively impact their academic life.

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INTRODUCTION

Education plays a crucial role in shaping an individual's character and personality. One of the primary goals of education is to develop social attitudes, morality, and etiquette, especially among university students who are transitioning into professional life. In higher education environments, the development of these attitudes is not only essential for academic success but also for social and professional achievements in the future. Various learning models have been implemented to achieve these goals, one of which is the social simulation learning model (Beard & Wilson, 2006);

The social simulation learning model is an instructional method that emphasizes the development of social skills through situations that resemble real-world conditions. In social simulations, students are given opportunities to interact in contexts that reflect social situations they may encounter in real life, such as in the workplace or other social settings. This approach not only focuses on cognitive aspects but also provides space for attitude and behaviour development through direct experience (Bandura, 1986). Social simulation can involve various activities, including role-playing, group discussions, and debates aimed at encouraging students to think critically, solve problems, and engage positively with others. These activities help students develop better social attitudes, enhance moral awareness, and improve etiquette in social interactions (Schuitema et al., 2003); (Hansen, 2006).

Social attitudes, morality, and etiquette are integral components of students' personalities that must be nurtured alongside their academic capabilities. Social attitudes include the ability to interact harmoniously with others, demonstrate empathy, and appreciate differences. Moral attitudes relate to students' understanding of values deemed good and right, as well as their ability to make decisions that reflect ethical principles. Etiquette encompasses behaviours that demonstrate respect toward others in various situations, both in verbal and non-verbal communication (Juliantika, 2021).

The development of these attitudes is particularly important in higher education settings, where students interact with individuals from diverse backgrounds. Moreover, these attitudes serve as fundamental assets for students in facing the professional world, which requires strong interpersonal skills. Therefore, it is essential to assess the impact of learning models on the development of students' social attitudes, morality, and etiquette to determine the effectiveness of these learning approaches in shaping student character (Berkowitz & Bier, 2005).

This study aims to examine the impact of the social simulation learning model on students' social attitudes, morality, and etiquette (Dairo et al., 2024). By understanding the influence of this model, a clearer picture of its effectiveness in helping students develop essential social and professional attitudes can be obtained (Kurniyanto & Yusuf, 2021). Additionally, this research seeks to provide insights for educators and university administrators regarding the importance of implementing learning models that focus not only on academic aspects but also on the holistic development of student character (Aisyah, 2018).

The findings of this research are expected to contribute to the development of more effective learning methodologies in shaping student character and enhancing the quality of education, which prioritizes not only knowledge acquisition but also the cultivation of attitudes and moral values applicable in everyday life.

In this era of globalization, students are required to possess competencies that extend beyond academic abilities to include strong social and interpersonal skills. Therefore, research on the influence of the social simulation learning model is relevant, given the importance of developing students' social attitudes, morality, and etiquette. Social simulation as a learning model offers a more practical and experience-based approach that can equip students with better social skills, ultimately benefiting them in their future lives (Lestari, 2022). Consequently, this study is expected to make a significant contribution to the development of learning models that shape students into individuals who are not only academically proficient but also possess strong character, social awareness, and professionalism (Eltaib et al., 2024).

This research is based on several theoretical frameworks. Social learning theory by Albert Bandura (1977) explains that individuals learn through observation, imitation, and direct experience. In the context of social simulation learning, students can observe and emulate positive social behaviors from their surroundings. The reinforcement process (positive and negative reinforcement) helps shape students' social, moral, and etiquette-related behaviors. The modeling factor plays a crucial role in character and social attitude formation. Social simulation allows students to experience social interactions resembling real life, enabling them to develop social and moral skills directly (Bandura, 1986). This theory is essential in implementing the social simulation model as it helps students learn through observation and social experiences.

Constructivist theory states that individuals build moral understanding through social interaction and direct experiences. This theory emphasizes that social learning is influenced by interactions with the environment. Social simulation creates an interactive environment where students can learn by participating in discussions, role-playing, and facing social dilemmas that help them develop moral understanding and etiquette norms. This theory is necessary as it connects new findings with previous research (Piaget, 1932; Vygotsky, 1978).

Kohlberg's (1981) theory of moral development outlines three stages: (a) Pre-Conventional: Moral attitudes are based on direct consequences (rewards and punishments); (b) Conventional: Individuals begin to understand social norms and seek acceptance within a group; (c) Post-Conventional: Individuals make moral decisions based on universal ethical principles. Social simulation provides challenging moral situations that help students develop their moral understanding and progress to higher stages of moral development. This theory is important as an analytical tool to demonstrate how social simulation enhances students' moral awareness, leading to more systematic research outcomes (Febriana, 2019).

Dramaturgy and politeness theory in social interaction (Goffman, 1959) posits that individuals act like performers in social life, adjusting their attitudes and behaviors based on social contexts. Through social simulation, students learn how to be polite in various situations, such as negotiations, group discussions, and professional communication. This model helps them understand verbal and non-verbal politeness norms in social interactions. This theory is essential for demonstrating how individuals adjust their behavior based on social contexts (Dewi, 2023).

Kolb's (1984) experiential learning theory states that learning occurs in four stages: (a) Concrete Experience → Students directly experience social situations in simulations; (b) Reflective Observation → They analyze and evaluate their interactions; (c) Abstract Conceptualization → Students derive meaning from these experiences; (d) Active Experimentation → Students apply social and moral skills in real-life situations. This theory is closely related to social simulation as it provides direct experiences and learning opportunities for students. It is crucial in supporting the use of an experimental approach in this study as it emphasizes learning through direct experience.

Character education theory (Lickona, 1991) states that character education consists of three aspects: (a) Moral Knowing (Moral Understanding), which involves understanding the importance of social and moral values; (b) Moral Feeling (Moral Sentiment), which fosters empathy and social awareness; (c) Moral Action (Moral Behavior), which involves applying moral values in daily life. This theory not only provides theoretical moral values to students but also encourages them to apply these values in real-life situations. It is necessary to adopt a learning model that emphasizes not only academic achievement but also character development.

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METHODS

In this study, to determine the effect of the social simulation learning model on students' social attitudes, morality, and courtesy, the researcher employed a quantitative approach with an experimental design. In this experimental design, data were collected through pre-test and post-test measurements on two groups: the experimental group, which received the social simulation learning model treatment, and the control group, which followed the conventional learning model. After collecting the data, statistical analysis was conducted to examine whether there were significant differences between the two groups. Before conducting further analysis, normality and homogeneity tests were required to ensure that the data met the necessary assumptions for inferential statistical analysis.

The normality test aimed to assess whether the data obtained from the research sample followed a normal distribution. A normal distribution is a fundamental assumption in many parametric statistical tests, including the t-test and ANOVA. Therefore, before proceeding with further analysis, it was crucial to ensure that the data adhered to a normal distribution to enhance the reliability and validity of the analysis results (Azwar, 2012).

In this study, normality tests were conducted on pre-test and post-test data from both groups: the experimental and control groups. Two methods were employed for the normality test: statistical tests (such as the Kolmogorov-Smirnov test or Shapiro-Wilk test) and visual analysis (using histograms or Q-Q plots). The Kolmogorov-Smirnov or Shapiro-Wilk test was used to test the null hypothesis that the data followed a normal distribution. If the obtained p-value was greater than the predetermined significance level (e.g., $\alpha = 0.05$), it was concluded that the data adhered to a normal distribution (Cohen et al., 2007);(Winata & Hasanah, 2021).

If the normality test results indicated that the data were normally distributed, the researcher proceeded with parametric statistical analyses such as the t-test or ANOVA. However, if the data did not follow a normal distribution, non-parametric tests, such as the Mann-Whitney test or Wilcoxon test, were considered to analyze differences between the experimental and control groups (Mills, 2011).

After confirming that the data followed a normal distribution, the next step was to conduct a homogeneity test to determine whether the variance of data in the experimental and control groups was homogeneous. The homogeneity test was essential because many statistical tests, such as the t-test and ANOVA, assumed that the variance across compared groups was equal or homogeneous. Thus, before proceeding with further tests, researchers needed to confirm that the data from both groups exhibited consistent variance.

In this study, the homogeneity test was conducted using Levene's test or the F-test. Levene's test is the most commonly used method for testing variance homogeneity because it is more robust against violations of normality assumptions compared to the F-test. Levene's test assesses the null hypothesis that variance across groups is homogeneous. If the p-value obtained from Levene's test was greater than the established significance level (e.g., $\alpha = 0.05$), it was concluded that the variance across groups was homogeneous. Conversely, if the p-value was smaller than 0.05, it indicated that the variance across groups was not homogeneous, necessitating the consideration of alternative statistical analysis methods, such as Welch's test or data transformation techniques.

If the homogeneity test results indicated that variance across groups was homogeneous, comparative group analysis using the t-test or ANOVA could be conducted with confidence that the

homogeneity assumption was met. Conversely, if the homogeneity test results indicated significant variance differences between groups, researchers needed to choose a more appropriate statistical test or address the issue of variance heterogeneity through alternative methods, such as using Welch's test, which does not require variance homogeneity assumptions (Muijs, 2011).

Once the normality and homogeneity tests were completed, and the necessary assumptions were met, data analysis was performed. In this study, to examine the effect of the social simulation learning model on students' social attitudes, morality, and courtesy, the researcher employed analysis of variance (ANOVA) or the t-test to compare differences between the experimental and control groups after the treatment was administered. If the data followed a normal distribution and variance homogeneity was met, paired t-tests or ANOVA could be used to examine significant differences between pre-test and post-test results within each group, as well as to compare differences between the experimental and control groups.

If the test results indicated a significant difference, the researcher concluded that the social simulation learning model influenced students' social attitudes, morality, and courtesy. Conversely, if no significant difference was observed, it suggested that the learning model did not exert a sufficient impact on the measured changes in attitudes.

By conducting appropriate normality and homogeneity tests, researchers could ensure that the data met the fundamental assumptions required for valid statistical analysis. The normality test confirmed that the data distribution met the necessary assumptions, while the homogeneity test ensured that variance across the compared groups was consistent. Once these two assumptions were met, data analysis was performed using the appropriate statistical tests, providing a clear understanding of the effect of the social simulation learning model on students' social attitudes, morality, and courtesy. Thus, the application of normality and homogeneity tests was a crucial step in ensuring that research findings were reliable and yielded valid conclusions regarding the impact of the social simulation learning model on changes in students' attitudes.

RESULT AND DISCUSSION

The results of this study indicate that the tests for homogeneity of variance and ANOVA for problem-solving skills were conducted at two educational institutions, namely UIN Syekh Djamil Djambek and Abdi Pendidikan. The primary objective of the homogeneity test was to determine whether the data used in the study have equal variances (homogeneity) before conducting further analysis such as ANOVA.

Normality tests were carried out to assess whether the data used in the study are normally distributed. If the data are normally distributed, then parametric statistical analyses (e.g., t-tests or ANOVA) can be applied. Conversely, if the data are not normally distributed, non-parametric analyses such as the Mann-Whitney U Test or Wilcoxon Test should be used. In this study, normality tests were performed on four groups of data: the experimental class pretest, the experimental class posttest, the control class pretest, and the control class posttest. The normality tests were conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests, with the significance level (Sig.) compared to $\alpha = 0.05$. If Sig. > 0.05, the data are considered normally distributed; if Sig. < 0.05, the data are considered not normally distributed.

1. *Experimental Class Pretest*

Table I. Results Of The Normality Test For The Experimental Class Pretest

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NormalityTest	Kolmogorov-Smirnov	Shapiro-Wilk
Significance (Sig.)	0,151	0,161

Table 1 shows that the significance value for the Kolmogorov-Smirnov test is 0.151, which is greater than the prerequisite significance level of 0.05 for the normality test. Since 0.151 > 0.05, the data are considered normally distributed. The Shapiro-Wilk test yielded a significance value of 0.161, which also exceeds 0.05. Therefore, the data are normally distributed.

2. *Experimental Class Posttest*

Table 2 Results Of The Normality Test For The Experimental Class Posttest

Normality Test	Kolmogorov-Smirnov	Shapiro-Wilk
Significance (g)	0.200	0.198

Table 2 shows that the significance value for the Kolmogorov-Smirnov test is 0.200, which is greater than 0.05. Similarly, the Shapiro-Wilk test shows a significance value of 0.198, also above 0.05. Hence, the data for the experimental class posttest are normally distributed.

It is noted that the Kolmogorov-Smirnov test for the experimental class pretest produced a value of 0.151 and the Shapiro-Wilk value was 0.161, whereas for the experimental class posttest the values were higher (0.200 and 0.198, respectively). This difference in values indicates that the social simulation learning model is effective in improving social, moral, and courteous attitudes among students.

3. *Control Class Pretest*

Table 3 Results Of The Normality Test For The Control Class Pretest

Normality Test	Kolmogorov-Smirnov	Shapiro-Wilk
Significance (g)	0.062	0.071

Table 3 shows that the significance value for the Kolmogorov-Smirnov test is 0.062, which is greater than 0.05. Similarly, the Shapiro-Wilk test produced a significance value of 0.071, also above 0.05, indicating that the control class pretest data are normally distributed.

4. *Control Class Posttest*

Table 4 Results Of The Normality Test For The Control Class Posttest

Uji Normalitas	Kolmogorov-Smirnov	Shapiro-Wilk
Sig.	0.071	0.060

The results indicate that the significance value of the Kolmogorov-Smirnov test is 0.071. This value exceeds the significance threshold required for normality testing, which is 0.05 (Kolmogorov-Smirnov 0.071 > 0.05). Similarly, the significance value of the Shapiro-Wilk test is 0.060, which is also greater than the normality test threshold of 0.05. If the Kolmogorov-Smirnov and Shapiro-Wilk values are greater than 0.05, the data can be considered normally distributed.

The results of the Kolmogorov-Smirnov test for the pretest control class show a value of 0.062, while the Shapiro-Wilk test yields a value of 0.071. Notably, there is a variation in the Kolmogorov-Smirnov value (0.071) compared to the Shapiro-Wilk value (0.060), which indicates a slight decrease. The difference between these values suggests that the social simulation learning model does not effectively influence students' social attitudes, morals, and politeness, as the model was not implemented in the control class.

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All data groups presented in Tables 1, 2, 3, and 4 exhibit significance values (Sig.) greater than 0.05 for both the Kolmogorov-Smirnov and Shapiro-Wilk tests. This confirms that the data in this study follow a normal distribution. Given the normality of the data, it can be concluded that the social simulation learning model has an impact on changes in students' social attitudes, morals, and politeness.

The subsequent test performed was the homogeneity test, which aims to determine whether the variance across two or more groups is uniform. In this study, the homogeneity test was conducted to compare the variances of the experimental and control groups before implementing the social simulation learning model. Conducting this test is crucial to ensuring that any differences in results between the experimental and control groups are attributable to the influence of the learning model rather than initial variance disparities. Prior to analysis, hypothesis testing prerequisites for homogeneity were established as follows:

H0 (Null Hypothesis): The variances of the two groups are homogeneous (no variance differences). If the significance value is greater than 0.05, H0 is accepted, indicating that the variances are considered homogeneous.

H1 (Alternative Hypothesis): The variances of the two groups are not homogeneous (variance differences exist). If the significance value is less than 0.05, H0 is rejected, meaning that the variances are not homogeneous.

In this study, the homogeneity test was conducted at two educational institutions that served as research samples: UIN Syech Djamil Djambek and STKIP Abdi Payakumbuh. Each institution comprised two groups: an experimental group (which received the social simulation learning model) and a control group (which did not receive the intervention).

5. *Homogeneity Test at UIN Syech Djamil Djambek*

Table 5 Results Of The Homogeneity Test At Uin Syech Djamil Djambek

Homogenity Test	Levene Statistics	DF1	DF2	Sign
Result	0.181	1	56	0.672

Table 5 shows that the homogeneity significance value for UIN Syech Djamil Djambek is greater than 0.05, specifically 0.672. This indicates that the variance between the experimental and control groups is homogeneous at UIN Syech Djamil Djambek.

6. *Homogeneity Test at STKIP Abdi Payakumbuh*

Table 6 Results Of The Homogeneity Test At Stkip Abdi Payakumbuh

Homogenity Test	Levene Statistics	DF1	DF2	Sign
Result	7,691	1	40	0.088

Table 6 shows that the homogeneity significance value for STKIP Abdi Payakumbuh is greater than 0.05, specifically 0.088. This indicates that the variance between the experimental and control groups is homogeneous at STKIP Abdi Payakumbuh.

The homogeneity test results from UIN Syech Djamil Djambek and STKIP Abdi Payakumbuh indicate that the data is homogeneous, as the significance values for both institutions exceed 0.05. Since homogeneity is met, the statistical analysis results can be considered valid. Consequently, the social simulation learning model has a significant impact on students' social attitudes, morals, and politeness.

This study is supported by several relevant studies. Sarah, Sabri, and Nurhadi (2014) states that the social simulation learning model can enhance learning outcomes in Civic Education (PKN), which is closely related to the development of social and moral values. The findings reinforce that social simulation methods are effective in instilling moral values and politeness, which can also be applied in university settings (Sarah et al., 2014). Winata and Hasanag (2021) proves that interactive and simulation-based learning contributes to improving social skills and independence. This highlights that interaction-based learning enhances individual moral and social awareness.

Karmila (2017) emphasizes that simulation methods help students understand social and moral values, which are crucial components of ethical education in higher education. The findings support the effectiveness of social simulations in fostering moral values necessary for students in academic and professional life. Rahmawati (2010) shows that game-based methods can serve as effective tools in shaping students' social values and moral attitudes. In the context of university students, social simulations combined with educational games create engaging learning experiences and facilitate a better understanding of moral concepts and professional ethics (Borg & M. D. Gall, 1989); (Rahmawati, 2010).

Dewi (2023) highlights that habitual practices in academic and social environments play a crucial role in enhancing students' awareness of politeness and ethics in interactions. Implementing the social simulation learning model helps students develop courteous and responsible behavior in academic and professional settings. Study 6 demonstrates that innovative learning approaches, such as Brain-Based Learning, positively impact students' social attitudes. Social simulations, as an innovative method, also trigger empathy and foster better social interactions in academic environments.

Febriana (2019) underscores the crucial role of educators in instilling social and spiritual attitudes. When integrated into social simulation learning, students can better understand how to apply spiritual values in social and academic contexts. Juliantika (2021) asserts that character education plays a vital role in shaping politeness, while mass media influences an individual's moral development. Combining character education with social simulations allows students to develop a deeper understanding of politeness in academic and professional communication (Lickona, 1991). Lestrai (2022) emphasizes that the sociocultural model within social simulations effectively enhances students' understanding of prevailing social norms. Through sociocultural approaches, students gain deeper insights into ethical and moral implications in various social situations.

All of these studies affirm that social simulations are effective in improving social attitudes, morals, and politeness. When applied at the university level, this model provides a more realistic and applicable learning experience for daily life and professional environments. Social simulations help students develop critical thinking skills, understand different perspectives, and act in accordance with social norms and ethics. This learning model not only enhances academic understanding but also shapes students into individuals with strong social, moral, and ethical awareness in society.

Additionally, this research contributes theoretically by reinforcing the theory of experiential learning in character development. In terms of practical contributions, this study serves as a recommendation for educators to adopt the social simulation learning model as a teaching method to enhance students' interpersonal skills (Arends, 2012). It also provides practical guidelines for

instructors to design more interactive learning experiences and prepare students for soft skill development, improving their communication and workplace ethics (Brown, 2007).

CONCLUSION

Based on the research findings, it can be concluded that the social simulation learning model has a significant impact on improving students' social attitudes, morals, and politeness. The experimental group that engaged in social simulation-based learning exhibited higher positive changes compared to the control group that followed conventional methods. Social simulation effectively builds students' awareness of social norms and ethical interactions.

he normality and homogeneity tests confirm that the research data is valid for statistical analysis, ensuring that the obtained results are reliable. These findings align with previous research, indicating that social interaction-based learning methods enhance the understanding of moral values and politeness in both academic and professional settings. Recommendations include (a) Future recommendations include: (a) Integrating the social simulation learning model into the curriculum, particularly in courses related to character education and interpersonal skills; (b) Diversifying learning methods by implementing various social simulation techniques, such as role-playing, group discussions, and interactive debates, to increase learning effectiveness; (c) Incorporating additional variables to gain a comprehensive understanding of the impact of social simulation learning models.

CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

AUTHOR CONTRIBUTIONS

Study concept and design: Hafizah Hafizah. Acquisition of data: Hafizah Hafizah. Analysis and interpretation of data: Hafizah Hafizah. Drafting the manuscript: Yolla Ramadani. Critical revision of the manuscript for important intellectual content: Yolla Ramadani. Statistical analysis: Hafizah Hafizah.

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