

Application of the Role Playing Learning Model in Improving Civic Skills (Participation Skills) in the Material of Formulating Pancasila as the Foundation of the State at SMK Muhammadiyah 2 Belik

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Abstract

This research aims to see how the role-playing model is applied to improve student participation skills. This research uses quasi-experimental quantitative analysis. The population in this study were all class X TKJ students at Muhammadiyah Belik Vocational School. The samples used in this research were for the experimental class in class X TKJ 1 and for the control class in class X TKJ 2. Data collection techniques used observation, documentation, and questionnaires. The data analysis technique uses inferential analysis techniques, namely the t-test and the t-test used is the paired sample t-test. The research results show that there are significant differences in the two data. It can be seen that the average score for class X TKJ 1 (role-playing model) is 80.09, while type In this research, it can be concluded that the application of the role-playing model can improve students' civic skills in their participation skills. This research also contributes to the literature on teaching and learning Pancasila Education. By analyzing the skills of student participants after implementing the role-playing learning model, this research can identify more effective learning strategies to increase students' understanding of Pancasila values.

Kata Kunci : Participation Skills, Role-Playing, Pancasila Education

Introduction

Education is one of the main pillars in the formation of quality citizens. Along with the dynamics of changing times, innovative learning approaches are needed to provide a deep understanding of the values and foundations of the country. Pancasila, as the basis of the Indonesian state, is the main foundation that reflects the noble values and philosophy of life of the Indonesian people (Hamied, 2009). One form of education that provides innovation in learning is Pancasila and citizenship education.

Bronson (in Budiarta, 2013) explains that civic skills are skills that are developed from civic knowledge so that the knowledge gained becomes something meaningful because it can be used in dealing with

problems of national and state life. Civic Skills include intellectual skills and participatory skills. The most important academic skills for the formation of broad-minded, effective, and responsible citizens include critical thinking skills.

However, students often need help understanding and internalizing Pancasila concepts concretely. Therefore, it is necessary to apply a learning model that can provide students with direct and in-depth experience to understand better the meaning and application of Pancasila values in everyday life.

The role-playing learning model offers an interactive and participatory approach, which can increase student involvement in the learning process. By involving students in roles that reflect real life situations, this model can help students to absorb and internalize the

values of Pancasila more deeply. This learning model is usually used at elementary, middle school, high school, and vocational school levels.

Vocational High Schools (SMK) have an important role in producing workers who have superior participation skills. However, when vocational schools focus on providing participation skills, aspects of character formation and civic skills should be addressed. This challenge is increasingly complex at SMK Muhammadiyah 2 Belik Pematang, which tries to bridge the gap between emphasized participation skills and the need for adequate citizenship skills.

Apart from that, the use of the role-playing learning model is also expected to improve civic skills or citizen participation skills. By actively participating in role simulations, students are expected to develop critical thinking skills, effective communication, and a sense of responsibility towards society and the country.

By combining the role-playing learning model with material on the formulation of Pancasila as the basis of the state, it is hoped to create a learning environment that supports the formation of students' character and positive attitudes towards national values. In addition, this model can become a foundation for building the next generation who have strong participation skills in community and state development.

However, several obstacles may be encountered in developing and implementing this strategy. One of the problems that arises is how to integrate civic skills with learning that focuses on specific participation skills. This challenge includes choosing the right learning method so that students can synergistically develop participation skills and civic skills.

The choice of role-playing was taken because this learning model is suitable for use and can be collaborated with material on the formulation of Pancasila as the basis of the state which can improve participation skills in Pancasila education subjects.

Literature Review

Role-Playing

Role-playing, also known as role-playing, is a learning approach in which students pretend (act) in predetermined roles. The

purpose of role-playing is to dramatize and express a person's behavior, expressions, and movements in social relations between humans. The focus of the learning model lies in how emotions and senses perceive problem situations that actually occur. In certain cases, students are treated as learning subjects and actively carry out language practice, namely asking and answering, with their friends.

Participation Skills

Citizenship skills (Civic skills) are one of the most important or main components that must be developed in Citizenship Education to grow and develop students' skills as citizens who are skilled and able to think critically and have strong character.

Participatory skills are one branch of civic skills. Participation skills have several indicators, including the ability to communicate, organize, participate in the environment, make decisions, implement decisions, communicate intelligently, influence policy, collaborate, actively discuss social problems, oppose various forms of harassment, lead in analyzing problems, lead activities, provide support, carrying out obligations, mutual respect, mutual understanding, improving personal abilities (Winataputra, 2001).

Method

A quantitative approach was used in this research. This method uses an experimental method with a quasi-experimental design, which is a development of the original experimental design which is difficult to implement. The population used in this research was Class X TKJ SMK Muhammadiyah 2 Belik. The sample used in this research for the experimental class was class X TKJ 1, and for the control class, there was X TKJ 2.

The data collection technique in this research aims to analyze the differences between Civics learning that uses the Role-playing model and that that uses the conventional model in developing students' participation skills. So, researchers use questionnaire techniques, interviews, and documentation studies. Meanwhile, the data analysis technique is through the stages of

scoring and processing the pre-test and post-test score data.

Result and Discussion

Result

Based on the results of the paired sample t-test, it was determined that the sig (2-tailed) value < 0.05 stated that there was a significant difference between the two data, based on the data in Table 2, which stated that the value was $0.00 < 0.05$, it could be seen that the research results show that there is a significant difference between the participation skill scores in the experimental group (role-playing model) and the control group (conventional model).

Participation skills in the role-playing model group were 80.09. This value is higher than the conventional model group participation skill of 75.34. A clear picture can be drawn that the application of the role-playing model can improve students' participation skills.

Discussion

Group Statistics					
	Model pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Ketramilhan partisipasi	model bermain peran	32	80,09	6,935	1,226
	model konvensional	32	75,34	5,998	1,060

Application of the Role-Playing Model

The role-playing model is one of the learning models that is being developed in the independent curriculum learning system. This role-playing model trains students' cohesiveness and skills in communicating problems and discussions with their group friends. This role-playing model also fosters students' cohesiveness with their group friends, uses passion and a spirit of optimism in students, and fosters a high sense of togetherness and social solidarity.

The syntax of the role-playing model includes: 1. The teacher explains the learning objectives and competencies achieved 2. The teacher provides a scenario to study 3. The teacher appoints several students to play roles according to the characters in the scenario. 4.

Students who have been appointed are tasked with playing a role in front of other students. 5. Students who do not play roles are tasked with observing special events and evaluating the role of each character. 6. Students reflect on activities together.

Results Participation Skill Values

After carrying out several tests in stages on the students' skill scores, the following data was obtained:

Independent Sample Test										
		Levene Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower Bound	Upper Bound
Ketramilhan partisipasi	Equal variances assumed	3,84	,053	2,231	62	,028	4,750	1,021	2,708	6,800
	Equal variances not assumed			2,231	61,726	,028	4,750	1,021	2,708	6,800

Based on the results of the paired sample t-test presented in the table, sig (2-tailed) < 0.005 , which means there is a significant difference between the two data. In these two data, the average value obtained is also different; in the role-playing model, the value is 80.09, while in the conventional model, it is 75.34. The value in the role-playing model is 4.75, different from the value in the class using the conventional model.

Conclusion

Based on the results of the paired sample t-test, there was a very significant difference in the results of the skill scores that the researchers had obtained; the average score for the experimental class (role-playing model) was 80.09, while the control class (conventional model) was 75.34. The difference between the two learning models is 4.75. From the data results, the level of significance can be seen from sig (2-tailed) < 0.005 , which means that there are differences between the two models.

So, the role-playing learning model can improve students' civic skills in participation skills in Pancasila education subjects in the material on the formulation of Pancasila as the basis of the state at SMK Muhammadiyah 2 Belik.

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