Development of Evaluation-Based Role Playing Methods in Civics Subjects in Improving the Character of Nationalism

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Abstract. This study aims to determine (1) the development of an evaluation-based role-playing method in Civics subjects in enhancing the character of nationalism and (2) the feasibility of the evaluation role-playing method as a learning method in increasing the character of nationalism at Junior High School of 15 Yogyakarta. The research method refers to the Dick and Carry model, which consists of 5 stages, namely analysis, design, development, implementation, and evaluation. The research was conducted at VIII A at Junior High School of 15 Yogyakarta, Lempuyangan Road, number 61, Yogyakarta. The number of respondents was 32 students. Data collection techniques using observation, interviews, documentation, and questionnaires. Data analysis uses the Likert scale to test and produce the feasibility percentage of the evaluation based on the role-playing method. The conclusions from the research results of this study are (1) the development of an evaluation-based role-playing method in civics subjects to enhance the character of nationalism at Junior High School of 15 Yogyakarta with the ADDIE model. The analysis stage is carried out by observing in class; the next step is designed by creating learning methods, lesson plans, and evaluations based on dialogue content. The research continued with the development stage, namely product creation and the validation process by two validators. Next is implementing an evaluation-based role-playing learning method, ending with an evaluation. The results of the student questionnaire evaluation were 87.93%; and (2) the evaluation-based role-playing process is categorized as feasible based on the results of the learning method validator by 100%, lesson plans by 96.25%, and evaluation-based role-playing dialogue content by 95%.

Keywords: Role play method; Evaluation-based; Civics; Nationalism character

INTRODUCTION

The learning process in the classroom is a series of activities between teachers and students in which there is a reciprocal relationship in the educational realm that has certain goals. In general, the learning process cannot be separated from learning methods which play an important role in improving students' nationalism character. However, it cannot be denied that there are still teachers who have not mastered various learning methods, resulting in a non-conducive learning atmosphere such as students who

dare to play cellphones when the teacher explains. This makes researchers to conduct research on the development of learning methods in improving the character of student nationalism at SMP N 15 Yogyakarta.

Until now, character education has not shown encouraging results. There are still many children who behave not according to the rules and personality of the nation, thus potentially causing problems. (Kusumawati & Setiawati, 2022), (Mukhlisoh & Suwarno, 2019), (Haul, Firman, 2021), (Julaeha, 2019). This is due to the method used during the

learning process that is not appropriate, so that after some time the students are less interested in the learning situation, this condition causes students not to pay attention to the rules during the learning process. (Nasrun Hasan, 2018).

The learning process has ideal standards that teachers need to pay attention to during the learning process, namely the ability of talent, and the interests of students, the goals to be achieved during learning, the teacher is able to process learning takes place, the teacher is able to process lessons, the ability to apply methods, understand the characteristics of students who are able to capture material quickly and vice versa, and the teacher should not be centered on the material being taught alone. (Zendrato, 2016. 61&63). Ideal learning, of course, involves students directly, one of which is the role-playing method where students are in control, the material obtained is easy to understand, able to attract student interest in learning, student participation, and increase understanding of the content of the material. (Nurgiansah, Hendri, and Khoerudin 2021)..

Through role-playing, children can learn to concentrate, read new ideas, practice behavior, and increase their sense of control over themselves. Role playing is a type of game that includes skits, dramas, and pretend play, this method is good for fostering an understanding of the role they will play. (Bakri et al., 2021).

Learning methods are very important in the learning process, one of which is the role-playing method, students can be directly involved in the learning process. So that this method is very appropriate in instilling character values, especially nationalism. Because basically the character of nationalism is very important as a strong foundation so that it needs to be infused throughout the school learning curriculum and emphasize patriotism, and citizenship (Adams, 2011: 26). (Adams, 2011: 26); (Setyowati & Ningrum, 2020); (Rusiyono & Apriani, 2020); (Risvan Akhir Roswandi, 2022); (Febby Andriani, Enny Arita, 2022); and (Novayani, 2022).

Civic education is one of the subjects in schools that is appropriately used as a vehicle for developing and preserving noble character values and nationalism morals in achieving these goals, real action is needed, this action requires a strategy, namely a plan to achieve goals. (Andara et al., 2021: 7734), (Harahap, Sitompul, 2023), (Aulia & Dewi, 2022), (Misbahudin, 2021), (Noervadila, Surur, n.d.), (Suryadi, n.d.), and (Saleh et al., 2020). One of the strategies is to apply learning methods, especially the role-playing method. The application of the role-playing method increases character values (Kusumawati & Setiawati, 2022: 529); (Wahyudi & Suardiman, 2013); (Andini & Ramiati, 2020); (Henny Sri Rantauwati, 2014). Improving character through IT-based Civics learning (Saptatiningsih et al., 2021). Internalizing values through the role-playing

method in the learning process of Pancasila and Citizenship Education (PPKn) strengthens students' nationalism character and makes learning much more interesting, not limited to reading material.

Previous research discusses the development of improving the character of student nationalism through the role-playing method. This research focuses on the development of role-playing methods in improving the character of nationalism. (Taek, Bully, Lobo, 2021); (Utami, 2019); and (Andini & Ramiati, 2020) and development in designing storylines (Inten, 2017); (Putry Agung, 2018); (Aini, 2019); (Jamilah, 2019); (Nasrun Hasan, 2018). As a result, the developed method is proven to improve character (Andini & Ramiati, 2020). This research has indeed integrated the character value of nationalism and development through role-playing stories. It's just that it hasn't touched the development carried out in implementing the application of development at the stages of learning methods such as *Analyze, Design, Development, Implementation, and Evaluation* (ADDIE). Other researchers only focused on the role-playing method in improving the character of nationalism. (Santoso, 2013). The development of existing research through role-playing stories and the development of learning methods has not been developed and still does not pay attention to the stages of the development research method.

Thus, researchers found a gap in the development of role-playing methods with evaluation-based storylines in improving the character of nationalism and paying attention to the stages of the development research method, namely using the ADDIE model, which aims to find out, analyze the development and determine the feasibility of the developed method.

RESEARCH METHODS

The development model used was the model of Dick and Carry, which consists of 5 stages, namely, analyze, design, development, implementation, and evaluation (ADDIE). In this development research, researchers processed data in a quantitative descriptive form.

This research was conducted in five stages, namely the ADDIE model. Initial preparations include the first stage of analyze, analyzing the problems that existed in the classroom, especially class VIII for solving existing problems, stage two design, designing the product framework in the form of learning methods and role-playing dialogue content tested to validators, as a support for the success of learning, consulting the Learning Process Design (RPP) to related teachers, as well as the process of revising both methods, dialogue content, and RPP, stage three development, at this stage developing and creating products after being tested to validators, the researcher directed students to practice before role-playing, stage

four implementation, applying the product to students, and stage five evaluation, the last stage was the need in the assessment of products that had been used through distributing questionnaires to students, to determine the development and feasibility of the method.

This research was conducted at SMP N 15 Yogyakarta, Jalan Lempuyangan No. 61, Bausasran, Dnurejan District, Yogyakarta City, Yogyakarta Special Region 55211. The research subjects were all students of class VIII A, with the selection of issues using purposive sampling. The subjects of this development trial were learning method experts, dialog content experts, and lesson plan experts. The data collection methods included observation, interview, questionnaire, and documentation.

The data was obtained through a Likert scale questionnaire with the provisions of Not Effective (TE) score 1, Less Effective (KE) score 2, Quite Effective (CE) score 3, Effective (E) score 4, and Very Effective (SE) score 5. The numbers are then processed so that they can determine the level of effectiveness of the evaluation-based role-playing method. The final score is calculated using the following formula:

$$NP = \frac{M}{SM} \times 100\%$$

Description:

NP : Percent value sought

R : Score obtained

BC : Maximum score

The following formula was used to determine the percentage interpretation/ measurement scale using the following formula:

I = 100/Total score (Likert)

Table 1. Effectiveness Categories

Interval	Category
0 - 20%	Not effective
21 - 40%	Less effective
41 - 60%	Effective enough
61 - 80%	Effective
81 - 100%	Very Effective

(Source: Larassati & Rachmadiarti, 2021)

The description of the formula and description of effectiveness are in Table 1. It was also used to process numerical data on the validation of learning methods, dialog content, and lesson plans. It was considered valid if the percentage value of effectiveness was above or equal to 61%.

DISCUSSION

This research aims to 1) know the development of evaluation-based role-playing methods in Civics subjects in improving the character of nationalism and 2) know the feasibility of evaluation-based role-playing methods as a learning method in improving the character of nationalism in Civics lessons. To find out the development and feasibility of the method, the following data were obtained:

Analyze **Stage**

The first stage in this research is analysis. This stage was carried out to determine the condition of students and analyze the needs of students in class VIII A

SMP N 15 Yogyakarta, which numbered 32 active students out of 33 students, to improve the character of nationalism. Through this stage, some information was obtained, the lack of student awareness in paying attention to the teacher's explanation, some students still daring to play cellphones, and during the researcher followed the learning process to get information directly from the teacher that the teacher had tried as much as possible to apply fun learning methods such as presentations, discussions, mading, poetry. However, during the observation, the ways that were often used were presentation and discussion.

Through the results of direct analysis and interviews with the explanation above, the evaluation-based role-playing method is suitable for applying at SMP N 15 Yogyakarta. The evaluation-based role-playing approach aims to improve students' nationalism character so that students in the future will learn seriously, pay attention to the teacher's explanation, and add learning methods during the learning process.

The evaluation-based role-playing method research requires supporting instruments and validators, namely dialog content containing the storyline of Raden Ajeng Kartini's struggle, which has been inserted with evaluation in several scenes, learning methods, and Learning Process Design (RPP). The storyline contains values to improve the character of nationalism, namely knowledge, morals, and feelings.

Design Stage

The second stage is design, which is designing methods, and evaluation-based dialog content and lesson plans as the next support validated by experts in learning methods, and dialog content. In designing an evaluation-based role-playing method, of course, it cannot be separated from the role-playing method in general, except that the difference is that there is an evaluation inserted in several scenes. Preparation steps, discussion actions, and evaluation (Yanto, 2015). The following design chart is related as follows:

Chart 1. Learning Method Design
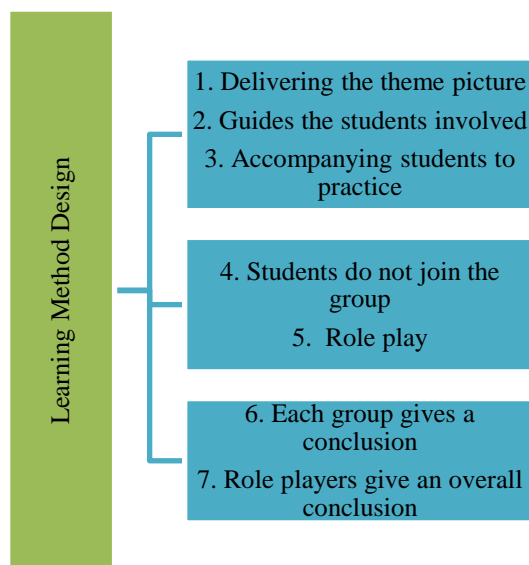
Lesson Plan Design and Content Dialogue
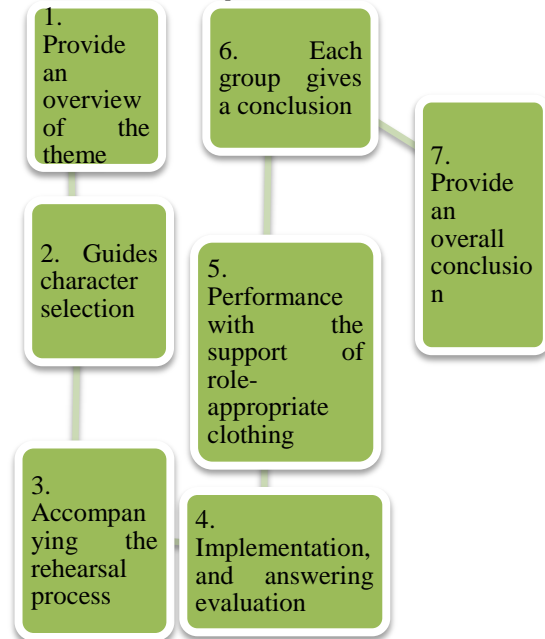
Chart 3. Role Play Method
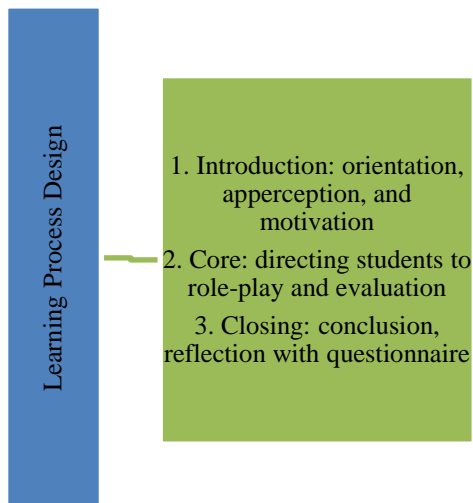
In order to support the evaluation-based role-playing method by raising the Raden Ajeng Kartini storyline, during the learning method, students involved in role-playing are required to wear Javanese traditional clothes. This is in line with the opinion of (Hunt et al., 2020), (Kiromi Hafidlatil Ivonne, 2018)(Kiromi Hafidlatil Ivonne, 2018), telling stories needs to be supported by costumes, and props so that the characters are easily recognizable.

Development Stage

In this third stage, namely creating products that have been designed, both from methods, dialog content, and learning support, namely lesson plans. The development stages of the evaluation-based role-playing method consist of 7 stages. The following is a chart of the learning method:

Based on chart 3. above are 7 stages in the evaluation-based role-playing method. In the Regulation of the Minister of National Education No. 41 of 2007 that learning is the process of student interaction with teachers and learning resources. The learning process needs to be designed systematically to modify student character (Shilphy A. Octavia, 2020). Through systematic methods, it is able to provide control of students' nationalism character. During the validation process, the validator gave a good reaction to the method.

The following is an example of evaluation in the development of evaluation-based role-playing methods:

Figure 1. Sample Evaluation

Evaluation
What do you know about the female emancipator, Habis Gelap Terbitlah Terang?

The evaluation above is the development of an evaluation-based role-playing method to improve the character of nationalism. Many studies focus on the role-playing method, without the development of innovations (Ismayanti et al., 2019); (Suardi et al., 2018); (Hasnah Kanji, Nursalam, Muhammad Nawir, 2019); (Ismayanti et al., 2019); (Suardi et al., 2019); (Muhajir & Sugiarti, 2019); (Hasnah Kanji, Nursalam, Muhammad Nawir, 2019); (Hasnah Kanji, Nursalam, Muhammad Nawir, 2019), (Andriati, 2016).

While in seclusion Kartini was always eager to encourage her two siblings to keep studying. Shown with the related picture:

Evidence of Raden Ajeng Kartini's Spirit

Kartini: "Lower your hands. This body may be confined between thick walls, but don't let our minds be confined too". Let's read this book; we must be a different Raden Ayu, full of knowledge, to free women from ignorance.

The snippet of dialog above shows Kartini's desperation during the confinement period.

To support the smooth process of applying learning methods and evaluation-based role-playing methods, it is necessary to prepare lesson plans that have been discussed with the VIII A class teacher, the preparation of lesson plans of course includes learning methods with evaluation-based role-playing methods. The completion of the development stage is to submit the product to the validator.

The first trial, namely the evaluation-based role-playing method submitted to the validator, was carried out twice, the first time there were still revisions related to the assessment questionnaire, while the method instrument was correct. The results of the second trial showed an average assessment of the evaluation-based learning method on the aspect of formulating specific objectives of 100%, the aspect of selecting learning methods and arranging the flow of 100%, and the aspect of understanding the flow of learning methods of 100%. So the total average of all aspects on the evaluation-based role-playing method assessment is 100% from the validity category 81%-100% with a very effective description.

The trial on the dialog content that tells the struggle of Raden Ajeng Kartini was submitted to the content validator expert. The results of the dialog content trial on the aspect of understanding the role-playing dialog content text by 93.33%, the aspect of using words by 100%, the aspect of ease of use by 86.66%, and the aspect of managing dialog content in the evaluation-based role-playing

method by 100%. So the total average of all aspects of the evaluation-based role-playing dialog content assessment is 95% of the 81% - 100% validity category with a very effective description.

The first trial of the lesson plan submitted to the validator, namely the teacher who teaches in class VIII A, the results need revision of changes regarding the chapters of the learning material, the first lesson plan with KI and KD in Chapter IV is then replaced by KI and KD in Chapter II because the teacher wants repetition of material from Chapter II, namely about fostering awareness of the 1945 Constitution of the Republic of Indonesia, dialong content and material are still suitable so there is no comprehensive change, only the KI and KD are taken from Chapter II. The results of the second trial of the lesson plans in the aspect of formulating learning objectives were 100%, the content aspect presented was 90%, the language aspect was 100%, and the time aspect was 95%. So the total average of all aspects of the lesson plan is 96.25% of the validity category 81% - 100% with a very effective description.

Implementation Stage

At this implementation stage after the method, lesson plan, and dialog content have been validated by the validator and the information is said to be valid if the validity percentage value is above or equal to 61%. So at this stage the researcher entered into the learning process that had been discussed with

the relevant teacher for 3 meetings in the learning process. During the 3 meetings, the researchers really utilized the best possible researchers, at the first meeting the researchers gave a Likert scale questionnaire related to learning methods so far and knowledge related to the character of nationalism. The results of data calculation before the research took place using the evaluation-based role-playing method from the questionnaire are as follows:

Table 2. Data Results Before Research

Aspect Name	Percent Value Per Aspect
AP 1-3	73,13%
AMK 4-6	70,63%
AMF 7-9	80,21%
AMA 10-12	65,83%
Average	72,45%

The results of the data before the research on the learning aspect (AP) consisting of boredom during learning, often sleepy in learning methods so far, and lack of enthusiasm in learning, showed 73.13%. The results of data on the aspect of *moral knowing* (AMK) consisting of little knowledge about heroes, especially Raden Ajeng Kartini, lack of knowledge in the struggles of Raden Ajeng Kartini during her history, and not knowing widely about the character of nationalism in the struggle of Raden Ajeng Kartini, showed 70.63%. The results of data on the aspect of *moral feeling* (AMF) which consists of a lack of self-confidence, lack of empathy for friends, and delivering news that does not match reality, showed 80.21%. Next, the data results on the *moral action* aspect (AMA)

which consists of a lack of a responsible attitude, always prioritizing common interests, and making decisions spontaneously, showed 65.83%. Finally, the data from the overall average shows 72.45% with a validity category of 61%-80%, which is effective.

The next discussion is about the data after the research. The data is as follows:

Aspect Name	Percent Value Per Aspect
AP 1-3	85,06%
AMK 4-6	89,20%
AMF 7-9	88,28%
AMA 10-12	89,20%
Average	87,93%

Table 3. Data Results After Research

The results of the data after the research from the learning aspect (AP) which consists of students' pleasure in using the evaluation-based role-playing method, being enthusiastic about learning by using the evaluation-based role-playing method, and being more enthusiastic in learning using the evaluation-based role-playing method showed 85.06%. The results of data on the aspect of *moral knowing* (AMK) which consists of aspects of the importance of studying heroic figures, one of which is Raden Ajeng Kartini, the importance of learning and increasing knowledge about the heroine Raden Ajeng Kartini so as to foster the spirit of nationalism, showed 89.20%. The results of data on the aspect of *moral feeling* (AMF)

which consists of the importance of instilling self-confidence like Raden Ajeng Kartini, the importance of instilling an empathetic attitude towards others, and conveying something according to the actual situation, showed 88.28%. Next, the data results from the moral action aspect (AMA) which consists of familiarizing oneself with the attitude of responsibility, prioritizing the interests of the wider community over individual interests, just like Kartini's struggle in fighting for education for women, and promoting prudence in all actions. Finally, the overall average data from all aspects after research using the evaluation-based role-playing method by raising the story of the heroine Raden Ajeng Kartini shows 87.93%, with a validity category of 81%-100%, which is very effective. In this method, students indirectly imagine according to the existing plot, imagining from experiences that occur as a basic attitude to undergo different experiences. (Palmqvist, 2022), (Karnia et al., 2023), (Nuryati et al., 2021), (Halifah, 2020).

The role-playing method is able to connect the player's character outside of their character, which encourages motivation to maintain in the inter-personal dynamics (Leonard & College, 2015). (Leonard & College, 2015); (Hasnah Kanji, Nursalam, Muhammad Nawir, 2019); (Hasnah Kanji, Nursalam, Muhammad Nawir, 2019); (Adinda et al., 2023) (hidayat fahrul, 2023), (Malik, 2023). Role-playing a process of immersion in role assumption and

engagement (Teper-Singer, 2009). Engagement compares their character to the one being portrayed, a sense of empathy arises, and the experience results (Meriläinen, 2011). (Meriläinen, 2011), (Taek, Bully, Lobo, 2021), (Bancin et al., 2023).. These experiences occur because role players enjoy and create for themselves (Montola, 2008). Judging from the data from before the research and at the time of the research, all aspects experienced a high increase, it can be seen that the evaluation-based role-playing method by raising the story of the hero Raden Ajeng Kartini was very effectively applied in class VIII A SMP N 15 Yogyakarta and the method was able to improve the character of nationalism consisting of aspects of *moral knowing* (AMK), aspects of moral *feeling (*AMF), and aspects of *moral action* (AMA). The following is documentation of the implementation of the evaluation-based role-playing method in improving the character of nationalism in Civics subjects at SMP N 15 Yogyakarta, as follows:

Documentation of role players

Cast description, from left to right, Mrs. Ovink-Soer (dressed in dongker), narrator, Ibu Moeryam, Mbok Yem,

Kardinah, Roekmini, Kartini, Kartini's father, Kartini's husband, and bodyguards.

CONCLUSION

Based on research on the development of evaluation-based role-playing methods in Civics subjects in improving the character of nationalism, it can be concluded that the research was conducted using the Dick and Carry development method through 5 stages, including analysis, design, development, implementation, and evaluation. The evaluation-based role-playing method is proven to improve the character of nationalism, as evidenced by the results before the student research was carried out at 72.45%, after the research has increased by 87.93%. The results of the evaluation-based role-playing method in improving the character of nationalism are said to be feasible, as evidenced by the results of the learning method validation of 100%, the results of the Learning Process Design of 96.25%, and the results of the evaluation-based role-playing dialog content validation of 95%. The suggestion that can be given from this research is that teachers can apply the evaluation-based role-playing method during the learning process.

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