# The Influence Of *Role Playing* Learning Model On Sumpah Pemuda Materials On Learning Results And Character Matter Of Nationalism For Students In Senior High School

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**Abstract-** This study aims to analyze the presence or absence of the influence of the Role Playing model on the learning outcomes and character of homeland love in the youth oath material for students in MAN 2 in Probolinggo city. This study uses the Quasi-Experimental design method with a non equavent Pretest-posttest Control Group design. The data from this study are for student learning outcomes in the initial data of the student's written test (pretest) in the youth oath material in the experimental class in the control class indicating that the difference is not too far. The results of descriptive statistical analysis for the love character of the homeland by cluster students in the initial data of the students' pretest test in the youth oath material in the experimental class in the control class showed that the difference was not too far. Based on the results of the analysis, it can be concluded that the Role Playing learning model influences the learning outcomes and character of homeland love of students in the youth oath material.

**Keyword:** *Role Playing Learning Model, Nationalism Character Building , Sumpah Pemuda*

## I. INTRODUCTION

Love of the motherland is a character that should be present in the implementation of every citizen of the country. their rights and obligations and to participate in the defense of the State (Diana Sari, 2017). The cultivation of national character education can be strengthened through a love of the motherland and care for the environment (Mardiah, 2017). Love character education in the motherland must be implemented early on, one of which is through educational institutions (Apriliana; Fauziyah; Affan, 2017). The real purpose of education is to guide students into knowledgeable and moral individuals and to be able to maintain the spiritual heritage of their people. In short, Marthin Luther (in Lickona, 2016 p.11) emphasized the nature of education, namely forming an intelligent person and character.

The function and purpose of Education as stipulated in the Law on the National Education System (Law on National Education System No. 20 of 2003 chapter 2 article 3) is to develop the ability and shape the character and civilization of a dignified nation in order to develop the life of the nation aimed at developing the potential of students to become human who have faith and are devoted to God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In essence, the goal of national education must not forget the conceptual foundation of an educational philosophy that is able to liberate and prepare young people to successfully face the challenges of the times (Kesuma; Triatna; Permana, 2013 p. 3-4).

The role of schools as a place to educate the national character and spirit becomes very important when millions of children receive only a little character education of love for the motherland in their homes and social environments (Lickona, 2016 p. 151). In the era of globalization, with the rapid development of technology and information, the entry of western culture without filtering has caused the values of nationalism in society to slowly fade and role models who have a high spirit of nationalism are also increasingly rare, on the contrary negative values such as consumerism, criminality is even more entrenched. This problem is worrying for various parties who see a lack of understanding of nationalism. Education has failed if it ignores the function of the school as a part of the community of life (John Dewey in Lickona, 2016 p.139).

Kesuma (2013) revealed that the spirit of nationalism that is embedded among the younger generation is starting to fade by the existence of materialistic traits caused by the influence of outside cultures. The moral and moral condition of the broken young generation is marked by the rise of free sex and the rampant narcotics distribution among adolescents. There is concern that there is a threat of disintegration of the nation, nationalism degenerates into tribal / primodialism because the mindset of foreign nations entering Indonesia without filtering. Indonesia is a country that has a diversity of ethnic groups and cultures, from that diversity is needed understanding that can unite various cultural diversity of Indonesia.

Hans Kohn (in Mustari; Suharni, 2017) states that Nationalism is an understanding that states about the loyalty of individuals submitted to the nation state. Nationalism can be used as a tool to modernize society amidst the tendencies of globalization (Schneider, 2018). Nationalism is needed to face the development of technology and information today so that local culture and attitudes of love for the homeland are not lost by cultures from outside (Diana Sari, 2017). The education system must also foster a patriotic spirit and strengthen the patriotism, foster a spirit of nationalism and social solidarity, and an attitude of respect for the services of heroes and a desire to progress. The climate of teaching and learning that can foster self-confidence and learning culture among the community, especially among students continues to be developed in order to grow attitudes and behaviors that are creative, innovative, and future-oriented (Schneider, 2018).

The inculcation of nationalism is often associated with the world of education, to realize the value of nationalism at this time requires awareness of every citizen to instill in each of them especially in the field of education which is the foundation of the Indonesian nation. Kareem (2014) argues that educational institutions or schools play an important role in providing reasoning to the community so that they can assess traditions that have stopped because they are no longer in line with the times and traditions that are still maintained. Without education, selection is not possible because the values of a nation can be passed on through education including nationalism.

One of the challenges in education is learning by utilizing technology that is becoming increasingly sophisticated. The development of learning technology that is present in front of students and educators does not mean without flaws and weaknesses. Teaching style of educators who tend to be passive by utilizing powerpoint shows through infocus technology can reduce the closeness and familiarity of educators' relationships with students and eliminate control over student performance because performance is considered less mobile (Hardika, 2013, p.1).

The learning model used affects the quality of the learning process carried out. By choosing an innovative learning model, students can be actively involved and not just become an object (Dobos, 2014). The learning process is not only teacher-centered, but student-centered. Students are also given the opportunity to interact with their social environment. Contextual issues that occur in the environment can be discussed in the classroom and endeavored to get solutions by developing unique thinking from students. Such learning activities are expected to be able to increase the integration of concepts, application of knowledge, increased awareness and awareness of the human dimension of the learner. From several social studies learning models, in this study used role playing learning methods that are considered to have an effect on nationalism attitudes and student learning outcomes (Sitompul, 2015).

Role Playing is a teaching strategy that gives students the opportunity to perform activities that play a certain role in people's lives (Keles, 2015; Ernani, 2016). Through the Role Playing model, students will be able to transmit relationships between people by acting, associating, and communicating them so that together students can express their feelings, values, attitudes, and various problem solving strategies (Sukreni; Ganing; Made Putra, 2014).

The role playing learning model is based on Albert Bandura's social learning theory. Social learning theory put forward by Bandura accepts many principles from behavioristic theory. Learning objectives according to this theory not only emphasize reinvorcement but also the impact of cues on thought and the impact of thought on action. Behavioristic tend to ignore the phenomenon of modeling learning which then behavior is emulated and finally get experience both directly and indirectly (Slavin, 2017 p. 175).

Various experts have conducted research related to learning with the Role Play learning model, there is a scientific influence in the use of film technology as learning media (Keles, 2015., Zorn At all, 2018., Diergarten, 2017), books as learning media (Barry, AL, Rice, S., & Mcduffi, 2013) The application of role play in learning can optimize learning activities (Erturk, 2015., Dobos, 2015), Enhancing moral values (Lumpkin, 2013), role play also shapes student character (Feeks, 2015), The use of film and video media in learning (Sheetal V. Desai, Shazi S. Jabeen, Waheed K. Abdul, Srinivasa A. Rao, 2018., Andaka, 2014., Furqon, 2016). However, previous studies have not specifically identified the effect of the Role Play Model on the character of patriotism and student learning outcomes, especially in the matter of youth oaths.

Based on the description that has been stated, it can be concluded that the initial idea in the research is based on the desire to know the effect of the learning method on the attitude of nationalism and the learning outcomes of MAN 2 Probolinggo students through social studies learning with Role Playing learning models. Therefore, the focus of the problem in this study is how the influence of the role playing model can improve learning outcomes and the love character of the homeland of students with planned learning objectives.

## II. RESEARCH METHODS

This study uses an experimental research design in the form of a Quasi-Experimental Design. The type used in this quasi experiment is the pretest posttest control group design (Creswell, 2016 p. 207). This study uses two groups, namely the experimental group and the control group, but the selection of the experimental and control groups is not done randomly, but by purposive sampling technique. The design of the study used can be seen in Table 3.1.

Table 3.1
Research Design

| Group | Pretest | Treatment | Postest |
|-------|---------|-----------|---------|
| R Experiment | $0_1$ | $X_1$ | $0_2$ |
| R Control | $0_1$ | $X_2$ | $0_2$ |

Source: Sugiyono, 2017, p. 116

Information:
01 : Pretest of the Experiment Group and control group
02 : Postest of the Experiment Group and control group
X1 : learning with role playing model
X2 : learning Jurisprudential Inquiry model

This study uses two variables, namely the independent variable and the dependent variable. The independent variable is a variable influence or which is the cause of change or the emergence of the dependent variable (Sugiyono, 2015, p.61). The independent variable (X) in this study is the use of learning models *role playing* in youth oath material. While the dependent variable is a variable that is affected or which is a result of the independent variable (Sugiyono, 2017, p. 39). Dependent variables in this study are Learning Outcomes ($Y_1$) and student's homeland love character ($Y_2$).

The sampling technique used in this study uses a *cluster random sampling technique*. In this study the selection of samples using a separate sample that is the control class and the experimental class, for the homogenisation process is based on alignment and equivalence of academic values. In selecting samples using Cluster Random Sampling is not based on individuals but rather based on groups that naturally gather together (Arikunto 2013 p. 183). In taking this sample using the consideration of students who get the same material based on the curriculum, students are taught by the same teacher and there is no division of superior classes. Based on these considerations, Class XI Acceleration 1 was chosen as the experimental class and Class XI accelerated 2 as a control class.

Data collection techniques through *pretest* and *posttest* in the control and experiment classes. The research instrument used in the form of a written test in the form of essay questions was used to retrieve student learning outcomes data at the beginning (pretest) and at the end (posttest) treatment as well as a questionnaire or questionnaire to measure the love character of the homeland of students. The data analysis technique was carried out in two steps: the prerequisite test analysis and the descriptive test.

## III. RESULTS AND DISCUSSION

### *Overview of Madrasah Aliyah Negeri 2 Kota Probolinggo*

Madrasah Aliyah Negeri 2 Kota Probolinggo is a superior school that has various achievements, Madrasa Aliyah Negeri 2 Madrasah Aliyah Negeri 2 Probolinggo City also has a profile and identity as a school of recognition that Madrasah Aliyah Negeri 2 Kota Probolinggo is a superior school that has various achievements. which is recognized in the Regency and the City of Probolinggo. Madrasah Aliyah Negeri 2 Kota Probolinggo was established in 1992 where it was previously named PGAN (State Religious Education Teacher) with the status of state accreditation. Madrasah Aliyah Negeri 2 Kota Probolinggo located on Jalan Soekarno Hatta No. 225 Kelurahan Grinting, Kanigaran Subdistrict, Probolinggo City, Telephone / fax number 0335 - 421842, NPWP 064,777.50,625,000. Madrasah Aliyah Negeri 2 Kota Probolinggo has several learning programs namely, language, science, IPS, religion, PDI, Prodistik. PDCI and Prodistik learning programs are excellent programs owned by Madrasah Aliyah Negeri 2 Probolinggo. (Source: Administrative Documents MAN 2 Probolinggo City 2019).

### *Normality, Homogeneous, and DifferentResults Normality*

Testtest is used to test whether the data is normally distributed or not. Test the normality of student learning outcomes data with the *one sample Kolmogrov-Smirnov technique* at a significant level of 0.05 in the SPSS 22.00 computer program

Hypothesis:
Ho : data normally distributed
Ha : data not normally distributed
Test criteria:
- Reject Ho if sig <0.05
- Accept Ho if sig> 0.05
The results of the normality test are listed in the following table:

**Table 4.34**
**Normality Test**

| Group | Category | | | Sig. | Conclusion |
|---|---|---|---|---|---|
| Experiment (Questionnaire) | Cluster | | Pre | 0,064 | Normal |
| | | | Post | 0,154 | Normal |
| | School | | Pre | 0.093 | Normal |
| | | | Post | 0.123 | Normal |
| Control (Questionnaire) | Cluster | | Pre | .200 | Normal |
| | | | Post | 0.052 | Normal |
| | School | | Pre | .190 | Normal |
| | | | Post | 0.200 | Normal |
| Experiment (Essay) | | | Pre | 0,001 | Tidaknormal |
| | | | Post | 0.043 | Tidaknormal |
| Control (Essay ) | | | Pre | 0.009 | Tidaknormal |
| | | | Post | 0.200 | Normal |

(Source: primary data processed)

test homogeneity of variance was used to test the similarity between the two groups were homogeneous or not. To be able to accept or reject the hypothesis made by comparing the significance value of the calculated levene's statistic with a level of confidence of 0.05. If the sig value> 0.05 then the data is homogeneous and if the sig value <0.05, it can be said that the data is not homogeneous. The homogeneity test is performed using the One way Anova test with the help of theprogram *SPSS* 22.00. The homogeneity test results in this study are as follows.

Hypothesis:
Ho : homogeneous data variance
Ha : non-homogeneous data variance
Test criteria:
- Reject Ho if sig <0.05
- Accept Ho if sig> 0.05
test results are listed in the following table:

**Table 4.35**
**HomogeneityTestHomogeneity**

| Group | Category | Sig. | Conclusion |
|---|---|---|---|
| Experiment (Questionnaire) | Cluster | 0.544 | Homogeneous |
| | School | 0.911 | Homogeneous |
| Control (Questionnaire) | Cluster | 0,878 | Homogeneous |
| | School | 0.054 | Homogeneous |
| Experiment (Essay) | | 0.432 | Homogeneous |
| Control (Essay) | | 0.875 | Homogeneous |

(Source: primary data processed) The

following results of the analysis of the presence or absence of the influence of the love character of the homeland students and student learning outcomes both control class and experimental class using SPSS 22.00.

Hypothesis:

Ho  : there is no difference between pre and post

Ha  : there is a difference between pre and post

Test criteria:
- Reject Ho if sig <0.05
- Accept Ho if sig> 0.05

Different test results are listed in the following table:

**Table 4.35 Different Tests**

| Group | Categories | | Mean | t arithmetic / Z | Sig. | Conclusion |
|---|---|---|---|---|---|---|
| Experiment (Questionnaire) | Cluster | Pre | 106.125 | -2.302 | 0.031 | There are differences * |
| | | Post | 109.708 | | | |
| | School | Pre | 92.083 | -3.119 | 0.005 | There is a difference * |
| | | Post | 95.125 | | | |
| Control (Questionnaire) | Cluster | Pre | 104.191 | -1.107 | 0.282 | Tidakterdapatperbedaan * |
| | | Post | 106.000 | | | |
| | School | Pre | 88.667 | -1.376 | 0.184 | Tidakterdapatperbedaan* |
| | | Post | 89,286 | | | |
| Experiments (Essays) | | Pre | 21,083 | -4,293 | 0,000 | There are differences ** |
| | | Post | 44,042 | | | |
| Controls (Essays) | | Pre | 21,429 | -4,023 | 0,000 | There are differences ** |
| | | Post | 34,524 | | | |

* t test ** Wilcoxon test

(Source: primary data processed)

### Results of Learning Effects With Models Role Play Against Student Learning Outcomes

This study aims to determine whether or not there is an influence of learning outcomes and the improvement of the character of patriotism in students in the experimental class group that uses thelearning model *Role Play* with students in control class groups using themodel *Jurisprudential Inquiry*. To determine the effect of these learning outcomes, initial data retrieval was carried out with a pretest in the form of a written test in the form of a description and the final data with a posttest in the form of a written test in the form of an experimental class and a control class with youth oath material.

The results of descriptive statistical analysis for student learning outcomes on the preliminary data of students' written tests (pretest) in the material of youth oaths in the experimental class in the control class showed not too much difference. Where the pretest value of the experimental class is 21, 083 and in the control class is 21.492. While the posttest mean score of the experimental class was 44, 042 and the control class was 34.524. The description of the results of the pretest and post test in the experimental class and the control class can be seen in the following diagram.
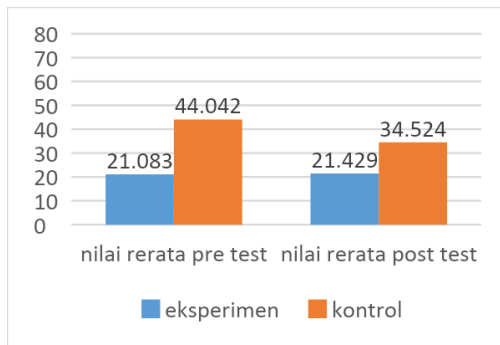


**Figure 5.1**

**Pretest and Posttest Average Bar Diagrams Learning Outcomes of the Experimental and Control Classes**

Based on the diagram above shows that the research class, both the experimental and control classes have a pretest value that is not too far away. The value obtained at the time of the pretest is due to students not yet fully having knowledge about the material to

be studied. Students are able to work on a number of questions but the answers are wrong. While it was different at the time of the post-test implementation when the students had obtained the material provided by the teacher, both classes both had an increase in the average value of the post-test. The difference is the amount of increase in post test mean values is different between the experimental class and the control class, where the experimental class has a higher mean value than the control class.

The results of this study found that the Wilcoxon test that aims to determine the difference between student learning outcomes before applying the role play lesson model in the experimental class and the Jurisprudenytial Inqury model (discussion) in the control class obtained the value of $t_{arithmetic}> t_{table}$, namely -4.293 <-1, 96 and significant value α <0. 05, namely (2-tailed) 0.000> 0.05, then $H_0$ is received and $H_1$ rejected. Then there is no difference between the experimental class and the control class before being given treatment. That is, the two experimental classes are no better than the control class in terms of ability and students from both classes have the same ability in learning outcomes. Whereas after being given treatment, where the experimental class was given role playing learning models and the control class was given jurisprudential Inqury learning model (discussion) obtained the value of $t_{count}> t_{table}$, namely -4.023> -1.96 and significant value α <0. 05, ie (2-tailed) 0.000 <0.05 then there is a significant difference in learning outcomes between the experimental class and the control class after being given treatment. This means that the experimental class learning outcomes after being treated with role play learning models are better than control classes that use jurisprudential inquiry learning models.

These results are also consistent with previous research, related to learning with the Role Play learning model, there is a significant influence in the use of film technology as a learning medium (Keles, 2015., Zorn At all, 2018., Diergarten, 2017), books as learning media (Barry , AL, Rice, S., & Mcduffi, 2013) The application of role play in learning can optimize learning activities (Erturk, 2015., Dobos, 2015), showing that learning with role play models can improve students' cognitive abilities, so that students easier to understand the material available, so that the learning outcomes of students become maximal and able to achieve mastery learning.

The difference in learning outcomes between students of the experimental class using role playing models and the control class using the jurisprudential inqury model is possible because each treatment has its own characteristics in its application. The role playing learning model is designed to foster social abilities. While jurisprudential inqury improves students' critical thinking skills through the stages of systematic stages which include the stages of *orientation, identifying, taking position, exploring the sentence patterns of argument, refining, to testing factual assumptions* so as to require students to find their own experiences based on problems about juvenile delinquency in Indonesian community environment.

Every stage inlearning is *role playing* very important to do and has been arranged systematically. The main stages in the *role playing model*consist of nine steps, namely *(1) warm up the group (2) Select participants (3) Set the stage (5) Prepare observers (5) enact, (6) discuss and evaluate (7 ) reenact, (8) discuss and evaluate, and (9) share experiences and generalize*. This role playing method is categorized as a learning method that relies on behavioral methods that are applied in development activities. Its characteristic is the tendency to solve learning tasks in a number of sequential, concrete and observable behaviors. The nature of the role playing learning model is printed on the involvement of students and observers in real problem situations. This involvement will make individuals understand the problems expressed. Playing the role of a character can be a means for students to manifest their feelings, develop skills to solve problems and, no less important, students can explore and deliver subject matter in a variety of ways.

The results showed that some students had low scores. This is possible because step by step that is not passed carefully. In this case the teacher is in the position as a facilitator who guides and creates a conducive atmosphere for students to arrive at their own learning experiences. The teacher must also be able to accommodate a variety of ongoing dialogue with students. Evidenced by the results of the study, the treatment with thelearning model *Role Playing* has a positive influence on student learning outcomes on the material of youth oaths. Then there is a significant difference in cognitive abilities between the experimental class and the control class given treatment.

Thelearning model *Role Playing* allows students to understand and reflect on the real things happening, displaying emotional reasoning while learning from other people's responses. This model also assumes that a hidden psychological process that involves the value of individual behavior, values and belief systems of students can be done spontaneously with various constructivist analyzes.

According to Bandura, most people learn through selective observation and remembering the behavior of others (Arends, 2011). A learning according to this theory is done by observing the behavior of others (models), the results of observations are then established by connecting new experiences with previous experiences or repeating. In this way it gives the person the opportunity to express the behavior they learn.

Albert Bandura's social learning theory which states that the learning process is the result of a representation of a person's personal actions that are influenced by their social environment. According to Bandura's social learning theory, people can learn because they imitate and make observations with their social environment. This means that human behavior is formed through reciprocal relationships. Based on these behavioral patterns, Bandura then classifies four learning phases of modeling, namely the attention phase, retention phase, reproduction phase, and motivation phase.

### Results of Learning Influence with Role Play Model on Love Character of Homeland Students

To find out whether or not there is an influence of the application of Role Play model on youth oath material on improving the character of patriotism love is done by taking initial data with questionnaires and final data with similar questionnaires. The results of descriptive statistical analysis for the character of patriotism by the students' clusters on the preliminary student test written data (pretest) in the material of youth oaths in the experimental class in the control class showed not too much difference. Where the pretest value of the experimental class was 106,125 and in the control class was 104,191. While the posttest mean score of the experimental class was 109,708 and the control class was 106,000.

The results of descriptive statistical analysis for the love character of homeland by school students on the preliminary data of students' written tests (pretest) in the material of youth oaths in the experimental class in the control class showed not too much difference. Where the pretest value of the experimental class was 92.083 and the control class was 88.667. While the mean score of the experimental class posttest was 95.125 and the control class was 89, 286. The description of the results of the pretest and post test in the experimental class and the control class can be seen in the following diagram.
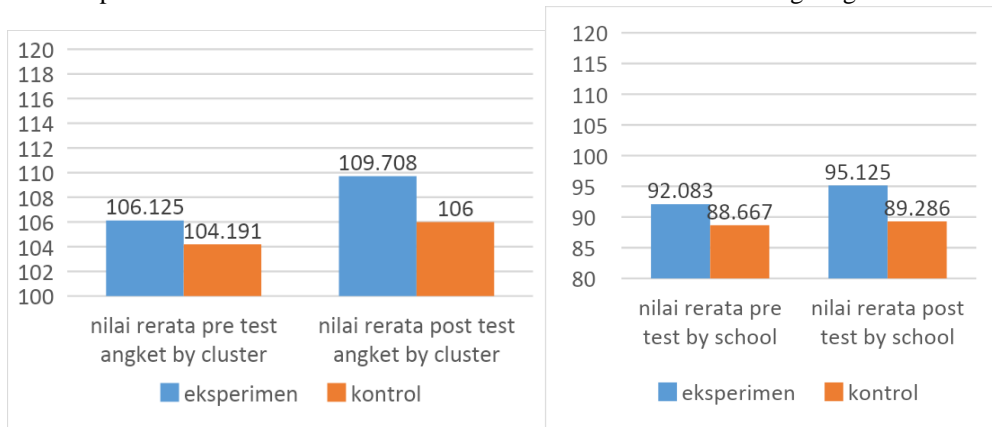


**Figure 5.2**
**Pretest and Posttest Average Bar Chart Questionnaire Experimental Class and Control Class**

Based on the diagram above shows that the research class, both the experimental class and the control class have a pretest value that is not too far away. While it was different at the time of the post-test implementation when students had obtained the material given by the teacher and played roles, both classes both had an increase in the average value of the post-test. The difference is the amount of increase in post test mean values is different between the experimental class and the control class, where the experimental class has a higher mean value than the control class.

The results of this study found that the t test that aims to determine the difference between the character of homeland love by clusters of students before applying the role play lesson model in the experimental class and the Jurisprudenytial Inqury model (discussion) in the control class obtained t count> t table, namely -2,302 <-2,080 and significant value α <0. 05, i.e. (2-tailed) 0,000 <0.05, then H0 is accepted and H1 is rejected. In line with the by-cluster conclusions love homeland by school students before applying the role play lesson model in the experimental class and the Jurisprudenytial Inqury model (discussion) in the control class obtained t count> t table, ie -3,119 <-2, 080 and significant value α <0, 05, i.e. (2-tailed) 0,000 <0.05, then H0 is accepted and H1 is rejected. Then there is no difference between the experimental class and the control class before being given treatment. That is, the two experimental classes are no better than the control class in terms of ability and students from both classes have the same homeland love character.

Whereas after being given treatment, where the experimental class was given role playing learning models and the control class was given jurisprudential Inqury learning model (discussion) obtained tcount> ttable, the character of homeland love by cluster namely -1,107> -2, 080 and significant value α <0 .05, i.e. (2-tailed) 0.000 <0.05, there is a significant difference in the character of patriotism between the experimental class and the control class after being given treatment. Likewise with the love character of the homeland by school students after treatment the role play lesson model was applied to the experimental class and the Jurisprudenytial Inqury model (discussion) in the control class obtained t count> t table, ie -1,376 <-2, 080 and significant value α <0. 05, namely (2-tailed) 0.000> 0.05, then $H_0$ is received and $H_1$ rejected. This means that the experimental class learning outcomes after being treated with role play learning models are better than control classes that use jurisprudential inquiry learning models.

These results are also in accordance with previous studies, related to learning with thelearning model *Role Play*, Enhancing moral values through the *Role Playing Model* (Lumpkin, 2013), the role play forming students' characters (Feeks, 2015), showing that learning with the role play model is capable grow the character of love for the motherland and the nation. To educate the character of citizenship which teaches students their rights and responsibilities to become *good citizenship* , the extensive role play

method gives students the opportunity to practice their citizenship skills. Through a research study conducted by Elizabeth Saenger and Carol Lynch as stated in Lickona (2016, p. 378), a conclusion was found that playing role helps students develop specific behaviors to make solutions developed through reflective decision making. Role playing is also an effective way to infer rational decision making activities, solve problems, talk about them, and see them from a different perspective.

Lickona (2016, p. 377) states that role play is a style of moral reflection that challenges students to transcend shallow thoughts. Role playing is very high participation, fun for students and good for learning decision making. When students play a certain role in certain moral situations, then the mindset and perspective of that person will be created. They then think and as the person thinks. Even in research studies found that role play is a very effective method in stimulating students' interest and participation.

The difference in the increase in the character of patriotism between students of the experimental class using role playing models and the control class using the jurisprudential inqury model is possible because the seriousness of each individual is not the same in reflecting moral values in the material or when interacting with their social environment. Role play influences the moral reflection strategy in the experimental class because it is possible to choose the morality phase chosen according to the views of moral theorists such as Erikson, Piaget and Kohlberg.

Erikson's view of personal and social development aged 12 to 18 years is the phase in which adolescents experience a psychosocial crisis in the form of identity crisis and role confusion. In this phase the relationship that needs to be emphasized is with peer groups and leadership role models. Sementara itu pandangan teori moralitas Kohlberg menyebut fase ini sebagai tingkat moralitas Konvensi, yakni yang mendefinisikan moralitas akan berkembang bila ada kerja sama dengan teman sebaya. Hal ini selaras dengan pandangan Piaget bahwa anak-anak sekolah menengah cenderung masuk pada fase moralitas Autonomus, untuk menumbuhkan moralitas pada fase ini diperlukan dunia sosial anak yang harus diperluas terutama dengan teman sebaya. Dengan terus menerus berinteraksi dan bekerja sama dengan anak lain gagasan anak tentang aturan dan moralitas pada akhirnya akan berubah.

Menurut Pieget anak-anak melangkah dari tahapan moralitas heteronom ke tahap moralitas autonomous disertai dengan perkembangan struktur kognisi. Pendapat ini terbukti dari hasil penelitian ini yang menunjukkan adanya perkembangan kognisi siswa yang ditandai dengan hasil belajar dan adanya peningkatan moralitas yang dalam hal ini ditandai dengan adanya peningkatan karakter cinta tanah air peserta didik karena adanya interaksi dengan teman sebaya yang statusnya sama dan dengan guru yang dalam anggapan mereka statusnya lebih tinggi yaitu pemimpin.

## IV.     CONCLUSION

Berdasarkan hasil uji hipotesis, diperoleh simpulan bahwa terdapat perbedaan yang significant antara peserta didik yang belajar dengan menggunakan model pembelajaran role playing dengan peserta didik yang belajar dengan menggunakan model pembelajaran Jurisprudential Inqury. Artinya pembelajaran dengan model Role Play lebih baik dari jurisprudential inquiry jika diterapkan pada materi sumpah pemuda. Hal ini disebabkan karena dalam model pembelajaran Role Playing tidak hanya membuat siswa learning to know tetapi lebih dari itu siswa menjadi learning to be dan learning to do, turut merasakan dan menjadi tokoh sehingga seolah merasakan suasana history event pada masa itu.

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