

The Revolutionary Efficacy of Role-Playing in Boosting Pancasila Education Learning Outcomes on Election Topic

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Abstract

This Classroom Action Research primarily aimed to improve the learning outcomes in Pancasila Education, specifically the General Election (Pemilu) material, for 39 twelfth-grade students at SMA Al-Mukmin Boarding School. The Role-Playing Method was selected as the instructional strategy to overcome student boredom and passivity common in conventional learning. The study was executed through three cycles, comprising planning, action, observation, and reflection stages, with learning outcome data gathered via post-cycle tests and student/teacher activity data collected via observation sheets. The findings demonstrated a significant increase confirming the method's effectiveness. In Cycle I, the learning mastery percentage reached 41% with an average score of 67. Following refinements, Cycle II saw a sharp jump to 56% mastery, with an average of 81, indicating the class had surpassed the Minimum Competency Criteria (KKM). The peak of success was achieved in Cycle III, where the mastery rate reached 92% with an average score of 85. This improvement paralleled a rise in student enthusiasm and active participation. Consequently, it is concluded that the Role-Playing method is proven highly effective in boosting Pancasila Education learning outcomes on Pemilu material for twelfth-grade students.

Keywords: Learning outcomes, Election, Role-Playing

1 INTRODUCTION

This paper discusses the crucial efforts to improve the learning outcomes and political awareness of twelfth-grade high school students regarding General Election (Pemilu) material through the application of the Role-Playing method. The urgency of this research is deeply rooted in Law No. 20 of 2003 on the National Education System, Article 1 (Paragraph 1), which mandates education as a planned endeavor to actively develop students' potential—including spiritual strength, personality, intelligence, and skills—for their own benefit and that of society and the nation. Effective education must successfully instill values, norms, and attitudes to build responsible and productive character.

As a nation adhering to a democratic system, Indonesia places the people as the highest authority. The active involvement and participation of citizens, including twelfth-grade students who are in a transitional period toward active citizenship, is a determining factor in national progress. Pancasila Education holds a central and crucial role in cultivating this political participation. This subject is tasked not only with delivering theories on the political system and civic rights but also with shaping the necessary attitudes, values, and skills that encourage active engagement. However, this effort is hindered by the reality that student political participation still tends to be low compared to previous generations, potentially stemming from distrust of the system, lack of knowledge, or lack of representation. This situation is compounded by a common public perception that politics is often viewed as "dirty, evil, and frightening" (Fadli Hermansyah, 2024).

Therefore, strengthening political awareness in twelfth-grade students is essential, as they are the nation's successors who will determine future policy direction. Politically conscious students tend to be more active in democratic participation, public discussions, social movements, and, most importantly, General Elections. The school environment, through innovative learning methods like Role-Playing, is expected to overcome student boredom and passivity often seen in conventional learning while simultaneously helping the government enhance the quality of election implementation. The Role-Playing method is chosen for its potential to make the learning process enjoyable, engaging, active, creative, cooperative, and communicative, thereby fostering an inclusive and collaborative learning environment. The ultimate goal is to ensure that twelfth-grade students can maximally safeguard this democratic process and realize the principles of honest and fair elections through their active participation.

Based on the background highlighting the gap between democratic demands and the reality of student participation, the research formulates the following Problem Identification: (1) What are the learning outcomes of twelfth-grade students at SMA Al-Mukmin Boarding School in Pancasila Education, specifically on General Election material? (2) What teaching methods are used by the teachers? (3) How is the Role-Playing method implemented in the twelfth grade? (4) How can the learning outcomes on Pemilu material be improved through the Role-Playing method?

To maintain a focused research scope, the Problem Limitation restricts the study to efforts to improve political awareness attitudes through the Role-Playing learning method on the General Election (Pemilu) material for twelfth-grade students at SMA Al-Mukmin Boarding School, Bekasi City.

From these points, the Problem Formulation is established: "How can the learning outcomes of Pancasila Education on General Election (Pemilu) material be improved through the Role-Playing learning method in the twelfth grade at SMA Al-Mukmin Boarding School, Bekasi City?"

The writer hopes that the results of this research will provide significant contributions and benefits to various stakeholders for students, Improving comprehension skills regarding General Election material within the framework of Democracy; Achieving significant improvement in learning outcomes compared to previous conditions; Increasing political awareness, particularly concerning elections; Cultivating a sense of togetherness and cooperation among students; Increasing their proactivity in the learning process thanks to the Role-Playing method. For teachers, encouraging innovation and creativity in teaching Pancasila Education, especially in applying the Role-Playing method; Discovering a learning method capable of changing students' perception of Pancasila Education as a difficult subject. Serving as a reference and practical solution for teachers facing challenges in the digital learning era. Providing a reference for teachers to enhance political awareness among students. For the School, The Role-Playing method can serve as input for other teachers for instructional improvement, ensuring effective learning. Playing a role in increasing understanding of politics through educational facilities within the school environment, specifically for first-time voters and the general public. For STKIP Kusuma Negara, The results of this classroom action research can serve as a reference for other researchers interested in the Role-Playing learning method.

Overall, this classroom action research aims to fill the gap between the demands of active citizenship and the passivity of students through a pedagogically proven and effective intervention.

2 RESEARCH METHODS

The design and research method used in this study is a qualitative method with a Classroom Action Research (CAR) approach, which is an activity aimed at understanding an object to obtain useful information and to improve and enhance the quality of learning.

This research utilized audio-visual media and simple props. The method consisted of three cycles, and each cycle comprised four components: planning, action, observation, and reflection. The development of this learning innovation in the twelfth grade at SMA Al-Mukmin Boarding School, Bekasi City, will be implemented through the following procedure: Several experts have proposed different models for action research diagrams, but generally, four stages are commonly followed: (1) planning, (2) action, (3) observation, and (4) reflection

3 RESULT AND DISCUSSION

This research aims to determine the efforts to improve Pancasila Education learning outcomes for the twelfth grade through the Role-Playing Method. The classroom action research was conducted from July 2025 to August 2025 in the twelfth-grade, odd semester, during the 2025/2026 academic year at SMA Al-Mukmin Boarding School, Bekasi City. The method used is Classroom Action Research (CAR), employing the techniques of Observation, Reflection Sheets, Tests, and Interviews. The research data sources were drawn from 39 students serving as Informants and the teacher acting as the Key Informant related to this study. The research steps were carried out over three Cycles, with each cycle consisting of four steps: planning, acting, observing, and reflecting.

3.1 Result

The primary goal of this classroom action research is to determine and test the efforts to improve learning outcomes in Pancasila Education for twelfth-grade students. The study specifically focuses on evaluating the effectiveness of the Role-Playing Method as a pedagogical intervention designed to enhance students' comprehension and academic achievement. This method is hypothesized to transform passive classroom dynamics into an active and contextual learning environment, which is crucial for civic education material. The research was conducted as a classroom action to directly improve the teaching-learning process within the school setting. This field study spanned two months, running from July 2025 to August 2025, covering the initial period of the Odd Semester of the 2025/2026 Academic Year. The specific location of the research was the twelfth grade at SMA Al-Mukmin Boarding School, Bekasi City. The selection of this time and location was intended to provide a practical and contextual solution to learning challenges faced by students nearing graduation, who require maximum readiness to understand their roles as prospective participatory citizens.

Tabel 16. Student's Achievement

No	Cycle	Percentage
1	Pre Test	13%
2	Cycle I	41%
3	Cycle II	56%
4	Cycle III	92%

3.1.1 Cycle 1

The first cycle of this classroom action research served as a crucial phase to test the hypothesis, with the researcher implementing the Role-Playing method in Pancasila Education. Following the intervention, the post-test evaluation results indicated a clear improvement compared to the students' initial test scores (pre-test). This initial improvement provided early evidence that the Role-Playing method holds positive potential for altering student learning outcomes.

Nevertheless, the quantitative data from Cycle I showed that the achievement had not yet reached the established Minimum Learning Competency Criteria (KKTP) goal. The

mastery completion rate achieved in this first cycle stood at 41%. This figure was reflected in the class average score, which only reached 67, remaining below the KKTP threshold of 75.00. Detailed analysis showed that out of the total student body, 12 students achieved the lowest scores (ranging from 60–74), while 16 students successfully achieved medium scores above the KKTP (ranging from 75–85). Crucially, the number of students who did not achieve the KKTP remained dominant, totaling 23 participants. This finding underscored the necessity for deep refinement in the Role Playing scenarios and implementation to ensure student motivation and understanding translate into optimal learning mastery in the subsequent cycles.

3.1.2 Cycle 2

Entering Cycle II, the learning environment became significantly more focused and structured around the optimized implementation of the Role-Playing method. Following the detailed reflection of Cycle I, the researcher made significant improvements, including refining the scenarios and increasing the intensity of student guidance, which directly impacted the classroom atmosphere. The test evaluation results in this cycle confirmed a substantial and convincing improvement in learning outcomes after the Role-Playing method was fully optimized.

Quantitatively, there was a major leap in achievement, with the mastery rate increasing by 56% compared to the previous condition. The most striking change was seen in the class average score, which surged from 67 in Cycle I to 81 in Cycle II. This figure strongly indicated that the class, collectively, had successfully exceeded the Minimum Learning Competency Criteria (KKTP) of 75.00. The score distribution showed positive progress: 19 students achieved medium scores (75–85), and 3 students even attained the highest scores (86–100). However, a challenge remained, as 17 students were still categorized in the lowest score range (60–74). Despite the sharp reduction from Cycle I, the total number of students who had not yet achieved the KKM/KKTP still totaled 12 participants. This finding became the foundation for reflection leading into Cycle III, which would be intensely focused on achieving mastery for these remaining 12 students through more personalized strategies.

3.1.3 Cycle 3

Cycle III marked the culmination of this classroom action research, showcasing a highly satisfactory improvement in the quality of learning, primarily characterized by a significant increase in student activity. This heightened and focused engagement resulted directly from refining the Role Playing scenarios and providing individualized attention to previously struggling students. The surge in active learning positively impacted the final evaluation scores.

The data reveals that the students' average score in Cycle III reached 85, an achievement that substantially exceeded the Minimum Learning Competency Criteria (KKTP) of 75.00. This outcome translated into a fantastic collective learning mastery rate of 92%. The score distribution indicates widespread mastery: 25 students achieved medium scores (75–85), and 11 students reached the highest score category (85–100). Most importantly, the remedial efforts successfully reduced the number of students who did not meet the KKTP (or KKM) to just 3 participants. The quality of these results convincingly proves that the Role-Playing method is an effective and successful pedagogical intervention, bringing the teaching-learning process for Pancasila Education on Election material to an optimal level of effectiveness.

3.2 Discussion

This classroom action research (CAR) was conducted to address learning challenges in the Pancasila Education subject for 12th-grade students in the odd semester of the 2025/2026 Academic Year at SMA Al-Mukmin Boarding School, Bekasi City. The main problem

identified was the low achievement of student learning outcomes, evident in the initial data before the intervention. The school had set the Minimum Completeness Criteria (KKTP) for this subject at 75.00. Analysis of Three-Cycle Classroom Action Results The effort to improve the teaching and learning process focused on implementing the role-playing learning method, an instructional strategy that actively involves students in simulating characters or situations relevant to the curriculum. Data were collected and analyzed through three action cycles. 1. Initial Cycle (Pre-Action and Cycle I) The initial condition showed unsatisfactory results.

At the end of Cycle I, the average class score only reached 67.00, significantly below the established KKTP. This figure indicated an urgent need for a change in teaching strategy. Quantitatively, it was found that as many as 23 students—the majority—had not yet met the completeness criteria, suggesting that the previously conventional teaching method was ineffective in fostering deep understanding and active student engagement. Cycle II: Significant Improvement Moving into Cycle II, after the role-playing method was implemented in a more structured and targeted manner, there was a significant increase in learning outcomes. The average class score rose sharply to 81.00, which not only exceeded the KKTP of 75.00 but also represented a 56% increase from the initial average score (based on the difference in average score improvement). This rise in the average score provided a positive signal regarding the effectiveness of the new method. Nevertheless, 17 students still had not achieved mastery, indicating that further refinement and continued improvement efforts were necessary. This data confirmed the belief that active and contextual learning through role simulation began to yield positive results, particularly in enhancing students' conceptual understanding and interpersonal skills. 3. Cycle III: Optimal Achievement Further refinement in Cycle III led to optimal achievement. The class average score again saw a substantial increase, reaching 85.00. This average increase represented a cumulative performance gain of 92% from the initial condition. Most critically, the number of students who had not achieved the KKTP was successfully reduced to only 3 students. Conclusion and Implication The consistent and dramatic upward trend from Cycle I (average 67, 23 non-mastery students) to Cycle III (average 85, only 3 non-mastery students) convincingly supports the hypothesis of this research.

There was a clear improvement, both in the aspect of learning outcomes (the rise in the average score) and in student learning activity following the classroom action using the role-playing method. Thus, it can be concluded that the role-playing learning method is proven effective and successful in improving the learning outcomes of 12th-grade students in the odd semester of the 2025/2026 Academic Year at SMA Al-Mukmin Boarding School, Bekasi City. The empirical data analysis demonstrates that the intervention through role playing is the right solution for improving the teaching-learning process in Pancasila Education, making the learning experience more interactive, relevant, and meaningful.

4 CONCLUSION

Based on a systematic series of Classroom Action Research (CAR) activities, in-depth observations of the teaching-learning process in the Twelfth Grade, Odd Semester, during the 2025/2026 Academic Year at SMA Al-Mukmin Boarding School, Bekasi City, yield a firm and satisfactory conclusion. The main finding affirms that the use of the Role-Playing method is proven effective and significant in efforts to enhance the quality of Pancasila Education learning, particularly on the crucial topic of Demonstrating Positive Attitudes toward the Implementation of the General Election (Pemilu).

The Role-Playing Method introduces fundamental changes to the class dynamics that go beyond mere information delivery. First, the increase in student learning motivation is

a prominent finding. Previously, Pancasila Education material, especially topics related to the political and state system, was often perceived as dry and unengaging, leading to student boredom and passivity. However, by using the Role-Playing method, students were encouraged to internalize roles as election organizers (KPU, Bawaslu), election participants (candidates), or even voters. This direct, hands-on experience transforms their perception; learning is no longer a burden but an enjoyable challenge. This high motivation manifested in their enthusiasm for preparing scenarios, simple props, and performances, creating a classroom atmosphere that was cheerful, vibrant, and far from dull.

Second, student activity during the learning process increased dramatically. Role-Playing demands physical, cognitive, and emotional participation. Students no longer sit and passively listen; they become the active subjects of the lesson. They discuss (cognitive), negotiate (affective), and act out the sequence of the election process—from ethical campaigning to the fair voting and supervisory procedures. This active involvement ensures that they do not just memorize the principles of Pemilu (Luber and Jurdil) but truly live and practice them. This engagement cultivates a sense of social responsibility and practical political awareness, which is the core objective of Pancasila Education.

Third, the improvement in student learning outcomes was achieved with satisfactory results. This increase is quantitatively proven through the post-test evaluation results conducted in each cycle. The data show a dramatic rise in the mastery level. Starting from unsatisfactory initial conditions (as seen in the pre-action or Cycle I), the increasingly focused implementation in Cycle II and III resulted in a final mastery percentage reaching 92% at the end of Cycle III, with the class average score exceeding the set Minimum Learning Competency Criteria (KKTP) of 75.00. This improvement covers not only the cognitive domain (understanding Pemilu procedures and regulations) but, more importantly, the affective domain (a positive change in attitude towards democracy and elections) and the psychomotor domain (skills in communication and collaboration in political simulation). Therefore, it is concluded that the Role-Playing method is an effective pedagogical solution to improve the teaching-learning process, realize holistic educational goals, and directly support the formation of politically aware and active citizens.

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