



The Development of Role-Playing Learning Model Based on Ubrug Banten Local Wisdom to Enhance Students Religious Character and Collaborative Competence

Imanuel Adhitya Wulanata Christastianto¹, I Wayan Suastra², Ida Bagus Putu Arnyana³

¹Faculty of Education, Pelita Harapan University, Tangerang, Indonesia

^{2,3}Postgraduate, Ganesha University of Education, Singaraja, Indonesia

ABSTRACT

Published Online: 20 November 2023

Technological advances and the ease of carrying out various digital activities in society era 5.0 pose a risk to deviations in students' character and social behavior. This study aims to develop a role-playing learning model based on Ubrug Banten local wisdom to enhance students' religious character and collaborative competence. The research method for developing learning models uses the ADDIE stages which are studied through literature studies. The research result show that development of role-playing learning model based on local wisdom in Ubrug Banten to enhance students' religious character and collaborative competence can be carried out using five stages, namely analyzing students' needs, designing learning models, developing learning models through testing model feasibility and reliability validity of instruments, hypothetical learning model designs implementation, and learning models' evaluation. The development of role-playing learning model based on Ubrug Banten local wisdom to enhance students' religious character and collaborative competence can be carried out using the ADDIE design with five stages, namely Analysis, Design, Development, Implementation and Evaluation.

KEYWORDS:

Collaborative, character, local wisdom, role playing, ubrug banten

1. INTRODUCTION

The development of science and digital technology in society era 5.0 has had a significant impact on the ease of access to information, character education, and students' collaborative abilities in classroom learning. Ease of access to knowledge and technological applications, books, journals, articles, magazines, newspapers, images, videos and so on of course makes it easier and expands the search area for reference sources for students to complete their school assignments. Students also no longer need to carry thick printed literature but can simply use a digital library that can be accessed online as their learning medium anytime and anywhere. However, on the other hand, advances in

technology and the ease of carrying out various digital activities pose a risk to deviations in students' character and social behavior. Various character problems are characterized by increasing criminal behavior, acts of violence, drug abuse, pornography and other negative acts which have become pathologies in the current society era 5.0 (Maharani et al., 2023). Advances in technology without control over its wise use can turn students into individuals who are reluctant to interact with other people (anti-social), including pushing students into a generation that is consumerist and has poor social experience. This happens because students feel more comfortable interacting with gadgets and tend to spend a lot of time accessing internet and online shopping activities, so they only have little time to communicate with other people around them (Imawan et al., 2023).

Responding to the problems above, effective character education is needed to improve students' religious character and collaborative abilities as an anticipatory effort against the negative impact of the development of digital science and technology in society era 5.0. Character education is a form of learning activity which contains educational elements that make a positive contribution to their social behavior development in society (Iswanto et al., 2021). In connection

Corresponding Author: Imanuel Adhitya Wulanata Christastianto

**Cite this Article: Imanuel Adhitya Wulanata Christastianto, I Wayan Suastra, Ida Bagus Putu Arnyana (2023). The Development of Role-Playing Learning Model Based on Ubrug Banten Local Wisdom to Enhance Students Religious Character and Collaborative Competence. International Journal of Social Science and Education Research Studies, 3(11), 2258-2262*

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with character education in question, preventive steps are needed through relevant and contextual learning models to socialize character values to students so that they can adapt to social changes occurring around them. One form of learning model that can be developed for students is a role-playing learning model based on local wisdom where the students live. The local wisdom-based learning model is a model of conditioning learning environment and designing learning experiences that integrate local culture as part of students' learning process (Fajriati & Na'imah, 2020). Starting from the description above, this research will focus on developing a role-playing learning model based on Ubrug Banten local wisdom to enhance students' religious character and collaborative abilities.

Ubrug Banten is a folk theater located in Banten Province, where the art uses as regional languages of Banten Sundanese and Banten Javanese using a collection of gamelans salendro as accompanying music for Sekar Gending Karawitan, Bodoran plays or dish stories, as well as songs and dances with traditional nuances local communities (Permana et al., 2022). Initially, Ubrug art was performed when the harvest season arrived and was held as entertainment because they had worked hard in collecting the rice harvesting result, but nowadays the aim has shifted to providing entertainment at celebrations, such as weddings, circumcisions, building inaugurations, regency birthdays or Banten province (Shavab, 2018). In every performance held, Ubrug Banten always presents local wisdom values related to social kinship ties, love, loyalty, humor, and various other community moral values, such as religious character and collaborative abilities (Rahmawati, Nurbaniyah, Fatia Rizky Prawita, 2022). The Ubrug Banten folk theater is full of local wisdom values that can be integrated into education as a learning resource, namely religious, collaborative, and moral values (Gigih Pambudi, Encep Andriana, 2023).

Based on background described above, the problem formulation in this research is, namely, how to develop a role-playing learning model based on Ubrug Banten local wisdom to enhance students' religious character and collaborative competence? The research aim is to develop a role play learning model based on Ubrug Banten local wisdom to enhance students' religious character and collaborative competence.

The role-playing learning model is a form of creative and innovative learning model that has its own appeal for students so that it can be implemented by teachers to enhance their character and collaborative abilities. The role-playing learning model is a type of educational game to encourage students to move dynamically and contains fun goals, rules and concepts and is designed to help students develop a sense of empathy for others, develop collaborative abilities and effectively shape students' character in following learning process in class (Yanto, 2015). In line with the statement above, the role-playing learning model is effective in forming

students' character values when following the learning process in the classroom (Lathifasari, 2020).

Ubrug Banten is a folk theater that combines elements of comedy, movement or dance, music and literature which is often performed at weddings or as a medium for public entertainment on religious holidays and as information media for Banten Provincial Government. Apart from functioning as an entertainment medium, Ubrug also functions effectively as a medium for religious character education through moral messages embedded in every conversation between actors with the aim of instilling character from an early age in the younger generation and children who watch this folk theater (Seha et al., 2014). The religious characters shown in the show, for example, speak politely, must remember life in the afterlife, share with others, and respect each other as creatures created by God. During the Ubrug Banten performance, the ritual of giving offerings is offered to spirits of ancestors in area to ensure smoothness and safety during the event and illustrates that in life humans will always live side by side and respect each other (Pambudi & Andriana, 2023). Likewise, social values imply relationships between humans which are explained in the Tatalug held at the beginning and end of the performance which means that everything humans do as social creatures together from the start, including interactive dialogue which provides space for interaction between players, and the performers between the audience, further confirms dynamic collaboration during Ubrug Banten performance.

Religious character is a character value that describes a person's relationship with God through a person's thoughts, words and actions which are always based on divine values originating from the teachings of his religion (Ahsanul Khaq, 2019). Of course, this religious character is really needed by students to respond to developments in an era filled with moral degradation. So, by having this character, students are expected to be able to act and behave based on the religious beliefs they adhere to. Why is that? Because religion has a significant influence on students in terms of mastering the knowledge they study, through this they can actively contribute to developing their religious character in everyday life (Setiyo Ningrum et al., 2020). Students' religious character can be measured using four indicators, namely belief in God according to teachings of the religion they adhere to, religious practices through worship and routine religious activities, appreciation of gratitude and trust, as well as consequences and experiences shown by helping, being honest, and forgiving, and preserving environment where he lives (Arofah et al., 2021).

Collaborative competence is a skill possessed by a person to be able to collaborate and tolerate effectively with other people in a group related to decision making to reach a collective agreement (Firman et al., 2023). Low collaborative abilities will have a significant impact on achievement and competence to build social relationships among students. On

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the other hand, when students have good collaborative skills, this will result in an efficient division of work teams, increase the character of responsibility, be able to elaborate on various kinds of information and knowledge, and increase creativity and problem-solving abilities in groups. The indicators for measuring students' collaborative competence are being able to: a) Demonstrate responsible attitudes and behavior shown by students to work together with each other in terms of planning, implementing and evaluating team performance; b) Committed to maintaining team performance in achieving common goals; c) Complete tasks together effectively and efficiently; d) Actively contribute to doing best according to the division of tasks that has been mutually agreed so that a healthy reciprocal relationship occurs (Nurwahidah et al., 2021). Starting from indicators above, it shows that collaboration skills play an important role in achieving a goal through cooperation and effective division of tasks as an effort to prepare students to enter the world of work and live realities of everyday life.

2. METHOD

The role-playing learning model based on Ubrug Banten local wisdom was developed using ADDIE stages which were studied through a literature review. The ADDIE (Analysis, Design, Development, Implementation, Evaluation) stages are carried out with the aim of developing a product so that it is effectively used in improving the religious character and collaborative abilities of students (Anida & Eliza, 2020), which can be described in form of flow diagram as follows:

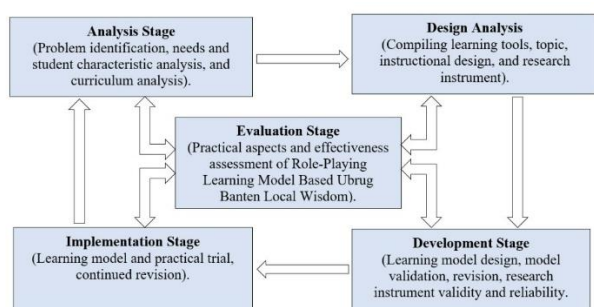


Fig. 1 ADDIE design for the development role-playing learning model based Ubrug Banten local wisdom.

3. RESULT AND DISCUSSION

The first stage in this research is to analyze two main aspects, namely conducting an analysis of students' needs based on findings in the field to identify problems experienced related to the low religious character and collaborative competence of students in class X Sociology subjects at the location schools that will be used as samples in the research. Referring to the results of the needs analysis above, it is deemed necessary to develop a role-playing learning model based on the local wisdom of Ubrug Banten which is full of local wisdom values that can be integrated as a learning resource, namely religious values (Divinity) and

social values (collaborative). This learning model will be expressed in learning model form that can be used by teachers as a guide when implementing role-playing learning model based Ubrug Banten local wisdom as an effort to enhance students' religious character and collaborative competence in learning process in class according to the subjects being taught. Developing a learning model is a very important activity in the learning process because it contains complete stages so that it can help teachers and students carry out learning activities according to expected achievements (Wahyudi, 2022).

The second analysis of the first stage is to conduct a study of core and basic competencies from curriculum used in Sociology learning process in class local wisdom of Ubrug Banten. The role-playing learning model designed in this research is expected to be able to enhance students' religious character and collaborative competence. As known widely, that students class X is categorized as generation Z vulnerable with various problems character marked by increasing criminal behavior, violence, drug abuse, pornography, and the other negative pathology in society era 5.0 (Maharani et al., 2023). So, by integrating Ubrug Banten local wisdom through the role-playing learning model, religious character and collaborative competence can be improved.

The second stage of ADDIE design is learning model design stage to support the development of role-playing learning model based Ubrug Banten local wisdom. This design includes preparing learning tools to support learning model that will be implemented, selecting learning topics that are relevant to Ubrug banten local wisdom to enhance student religious character and collaborative competence, preparing instructional designs, and compiling assessment instruments related to relevant learning topics with Ubrug Banten local wisdom.

The third stage of ADDIE is development which aims to feasibility test of learning model that has been designed through validation by the Ubrug Banten folk theater experts and practitioner as the validator teams. Before the role-playing learning model based Ubrug Banten local wisdom is tested in schools, it is necessary to test about validity and reliability of learning model design, carried out by three judgment experts, namely content experts, learning media experts, and pedagogy experts. The validity test result conclusions by experts were used as a reference for revising the role-playing learning model based Ubrug Banten local wisdom. The validity test aims to see measurement accuracy of research instrument that has been designed, while the reliability test aims to determine extent to which instrument can be relied to measure research problem variables (Puspasari & Puspita, 2022). Recommendations and assessment results from the validator team were then followed up by revising the learning model that was being developed before being tested again to determine role-playing learning model based Ubrug Banten local wisdom that was

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equipped with student worksheets, learning implementation plans, and instruments to measure enhancing student religious character and collaboration competence in form of behavioral observation sheets. The following is an example of a hypothetical design for role-playing learning model based Ubrug Banten local wisdom which can be developed through the ADDIE design in Sociology subject for class X with a time duration of 2×45 minutes:

In preliminary activity, learning steps that can be proposed are: a) Opening prayer carried out jointly by teacher and students before learning; b) Teacher conveys learning objectives and apperception related to social interaction topic; c) Teacher carries out brainstorming activities with students regarding the knowledge that has been studied previously and the material to be studied; d) Teacher conveys role-playing based Ubrug Banten local wisdom by dividing groups of roles according to the number of students in the class related to the topic of social interaction; e) Teacher asks students according to their respective groups before entering to design a bodoran play story or a story about Ubrug Banten dish which is linked to local wisdom values, namely religious characters with problems surrounding social interactions that occur around where they live before the next learning session takes place; f) Teacher explains about learning competencies to be achieved related to social interaction topic; g) Teacher directs students to divide roles according to their respective groups based on problems surrounding social interactions raised in relation to religious character values of Ubrug Banten.

The core activities are role-playing with the Sociology topic, namely associative social interaction (cooperation, assimilation, acculturation) and dissociative social interaction (competition, contravention, conflict). The learning steps that can be proposed are: a) Students in their respective groups take turns playing role plays according to social interaction sub-topic distributed by teacher based on lottery numbers; b) Students describe theme, plot, characters, characters, dialogue and setting according to predetermined sub-topics; c) Students explore current social issues around where they live referring to the predetermined sub-topics, then prepare costumes and role-playing equipment made by each group; d) Students are given space to discuss various alternative problem solutions through role-playing activities with a religious character approach and collaborative abilities; e) Students through each role presented convey concrete solutions that are integrated with Ubrug Banten local wisdom values, both in the form of prevention, recovery, repression, and other concrete efforts that can be delivered to solve social problems.

Closing activities that can be proposed: a) Teachers and students evaluate role-playing activities that have been completed using the evaluation sheets and assessment sheets that have been provided. Assessment sheets in form of group assessments by other groups, peer assessment, and teacher assessment sheets on performance of each group's role; b)

Teacher provides discussion space for students with their respective groups to reflect on the meaning of learning they have gained through role-playing based Ubrug Banten local wisdom that has been carried out; c) Teacher and students plan to plan follow-up role playing activities for the next group with their respective sub-topics; d) Teacher and students close the learning session by praying together.

The fourth stage of ADDIE in this research is a trial or implementation based on a hypothetical learning model design as explained in the results section above. After receiving a proper assessment from the validator team, role-playing learning model can be tested for practicality through implementation in class according to relevant learning topics and can be integrated with Ubrug Banten local wisdom. The practicality test is carried out to see to what extent students can implement and understand the learning model well through a questionnaire that will be filled out by teacher and all students (Ummul Khaira, Darmansyah, 2022). This is done after teacher and students have finished implementing the learning model in question to get responses in form of suggestions and criticism to revise the role-playing learning model based Ubrug Banten local wisdom before it is implemented continuously in learning class.

The fifth stage of ADDIE in this research is evaluation. The assessment carried out on the learning model refers to practicality and effectiveness aspects of the learning model in question. Evaluation of the practical aspect is carried out through filling out an evaluation questionnaire by teacher, while assessment of effectiveness aspect is carried out through an evaluation questionnaire filled out by students and observation sheets carried out on students.

4. CONCLUSION

Based on discussion described above, it can be concluded that the development of role-playing learning model based Ubrug Banten local wisdom to enhance students' religious character and collaborative competencies can be carried out using the ADDIE design with five stages, namely Analysis, Design, Development, Implementation and Evaluation.

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