Learning Model of Social Studies Role Playing Card Based on Madura Ethnic Entrepreneurs Values

Fajar Wahyudi Utomo[(✉)], Didin Saripudin, Disman, and Abdul Azis Wahab

Social Studies, Indonesian Education University, Bandung, Indonesia
{fajarwahyudi,disman}@upi.edu

Abstract. One of the problems that continue to be considered in social studies learning is how to make learning situations that take place in the classroom not monotonous and boring for students. This is very important attention, especially when social studies learning is considered as a lesson that is only done by memorizing and is identical to the lecture method. This incident gradually lowered the image as well as frozen the mind that social science was only a passive science which was then subordinated to other branches of science. Social studies thinkers have responded strongly to this, who realize that actually studying social science is more than just memorizing certain events, times, and laws. If it is developed more creatively and innovatively, there are many learning models that can be applied by educators in presenting social science learning in the classroom. One of the social science learning models that is trying to be developed in this research is the social studies learning model of role-playing cards based on Madurese entrepreneurial values in shaping students' entrepreneurial interests. Basically, this learning model inserts Madurese ethnic values as inspiration in shaping students' entrepreneurial interests. The research method used to obtain the data needed in this research is literature study. The results of this study provide an explanation, first there are several values in the Madurese that can be adopted as a medium in shaping students' entrepreneurial interests. These values include Bharenteng, Kar Ngakarcolpe, Nyaronen, Jhak-Ajhak, Bada Kettosana, Ngawon Bakto, Bume Songennep Tak Abingker. Second, the social studies learning model of role-playing cards based on Madurese entrepreneurial values in shaping students' entrepreneurial interests can be done through seven learning steps (syntax) starting from forming groups, to playing roles as well as telling creative experiences and drawing conclusions.

Keywords: Learning Model · Role Playing · Madura Ethnic Entrepreneurial Values · Entrepreneurial Interest

1 Introduction

Learning is an activity designed in such a way that makes individuals willing to carry out learning activities. Basically learning needs to be done because, firstly, not all individuals have the initiative to carry out learning activities. Second, individuals need help to

develop the required potential. These two things also become the basis for the development of various learning models to realize learning goals. Definitions of learning models, learning methods, learning strategies, and learning approaches are often interpreted as overlapping with others. This is due to a clear lack of knowledge regarding the definitions between these terms. The learning model is basically a form of learning that is illustrated from beginning to end which is presented specifically by the teacher [8]. The hierarchical order of the learning model itself starts from the learning approach, learning strategies, learning methods, and learning techniques. When everything is assembled into a single unit, this can then be referred to as a learning model.

Social studies learning in fact has problems that must be taken seriously. This is related to the decline in the public's view of social studies learning as a result of the lack of creativity in the presentation of models in social studies learning. On the other hand, social studies education also has a very large role in shaping entrepreneurial interest. Therefore we need an alternative thinking in designing a learning model that is creative and able to form entrepreneurial interest. Interest is a tendency to pay attention and like some things or activities, especially towards certain things. Interest in entrepreneurship is a tendency to be interested or like in doing an entrepreneurial activity and this is not inborn but can be influenced by several factors. Kartz and Gartner explain that entrepreneurial intention or interest in becoming an entrepreneur can be interpreted as a process of seeking information that can be used to achieve the goal of establishing a business [1]. Interest in entrepreneurship is something that is very important to study considering the low interest in entrepreneurship in the community. This can be seen from the number of school and college graduates who depend on employment instead of trying to create jobs.

The low interest in entrepreneurship then has a serious impact on the economic condition of a country. These impacts are interrelated like a domino effect. Interest in entrepreneurship is the embryo of the birth of entrepreneurs in a country, the smaller the public interest in entrepreneurial activities, the fewer the number of entrepreneurs that will be created. According to the US News and World Report in the 2019 Best Countries, Indonesia and the Philippines were ranked the second lowest in the entrepreneurial dimension in 2018. The scores obtained by Indonesia and the Philippines were 0.7 out of a scale of 10. The higher the score, the higher the entrepreneurial climate in a country. At the world level, Indonesia is ranked 50th out of 80 countries surveyed [11]. Another thing that has become a threat due to the limited number of entrepreneurs who play a role in creating jobs is the increasing number of unemployed. Theoretically, unemployment occurs due to an imbalance in the labor market, where the supply of labor is higher than the demand. This then causes a mis-allocation of labor so that there are workers who do not find work and are unemployed. Today the number of unemployed rose by 50,000 people as of August 2019. With this increase, the number of unemployed people increased from 7 million people in August 2018 to 7.05 million people [3]. According to data released by the World Bank in [19] Indonesia is one of the countries with the highest unemployment rate in Southeast Asia. The high unemployment rate in a country continues to increase the poverty rate. The development of the poverty rate can be analyzed through an analysis of the trend of the poverty level. One of the indicators used in the poverty analysis is the poverty line (GK). In the March 2019-March 2020 period,

the poverty line increased from IDR 425,250.00 to IDR 454,652.00 per capita per month or 6.91 percent. The same situation occurred in urban and rural areas, which increased by 6.73 percent and 7.14 percent, respectively [18].

These kinds of problems certainly require a solution. As emphasized in the previous section, the low number of entrepreneurs stems from the low interest in entrepreneurship owned by individuals, especially students. This is certainly a warning as well as evaluation material for the world of education, especially social studies education as a field of science that has the obligation to provide expertise to its citizens. Through this research, the author seeks to design a learning model that is developed based on the values of local ethnic Madurese in running their entrepreneurship. This study seeks to develop a work-based learning model, namely a role playing model based on the entrepreneurial values of Madurese ethnicity with the media of cards (Role Playing Cards). The application of this learning model can be done either face-to-face or outside the network or digitally or online. According to [8] in his book contextual learning: concepts and applications, role playing is a model of mastery of learning materials through the development of students' imagination and appreciation. The development and appreciation is carried out by students by playing them as living figures or inanimate objects. This game is generally played by more than one person, it depends on what is being played. This model has advantages because it involves all students to be able to participate and have the opportunity to advance their ability to work together. In this study, the author develops a role playing model using card media that has been managed according to the expected learning targets and objectives. Therefore, the author gives the name of this model as Role Playing Cards (RPC).

2 Methods

This study uses a literature review method. Literature review is a method that has systematic, explicit and reproducible characteristics to identify, evaluate and synthesize research works and ideas that have been produced by researchers and practitioners. This method aims to analyze and synthesize existing knowledge about the topic to be studied and then try to find an empty space for the research to be carried out. The data sources in this study are divided into two, main sources and additional sources. The main sources in this research include scientific articles in national and international journals, research reports, and reference books related to social studies learning models. Data collection techniques are carried out by selecting and assessing the quality of articles relevant to the research topic. While the data analysis technique in this study refers to the qualitative analysis technique. The use of this method aims to produce a new concept related to a social studies learning model. Given the low creativity of educators in making a model in learning.

3 Results and Discussion

A. Role Playing Learning Model

The learning model is a form of learning that is illustrated from beginning to end which is presented specifically by the teacher. In other words, the learning model is a
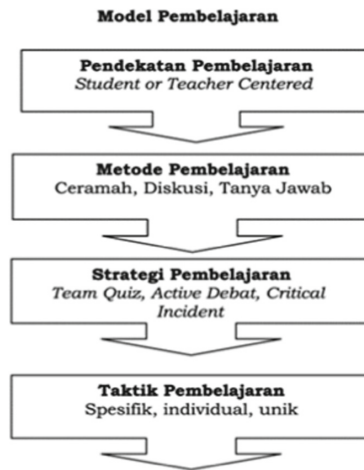
Model Pembelajaran

Fig. 1. Visualization of the Learning Model.

wrapper or frame from the application of an approach, method, strategy, and learning technique [6]. If depicted through a chart, it can be clearly seen in Fig. 1.

Literally role playing can be interpreted as pretending to be someone else. The game requires players to play imaginary roles, work together to compose a story and play out the story. Role playing games are adopted from the field of psychology, especially psychotherapy or psychiatric therapy. According to Santrock in [13] defines that role playing is a fun activity. Furthermore, role playing is an activity that someone does to get pleasure. Santrock also stated that role playing allows students to be able to overcome frustration and is a medium for therapists to analyze conflicts and how to overcome them. Meanwhile, according to Corsini (1996) role playing can be used as a tool to diagnose and find out someone by observing their behavior when playing a role spontaneously in situations or events that occur in real life.

Role playing techniques can be used as a medium of learning through the process of modeling group members. With the role playing model, learning will be more effective, especially the mastery of skills related to interpersonal, by observing various ways of solving predetermined problems. Role playing in the world of education is one model of mastery of learning materials through the development of imagination and appreciation of students. In role playing, students are treated as learning subjects who actively carry out language practices (question and answer) with their peers in certain situations. The role playing learning model is widely used in the teaching and learning process because it is considered fun. Role playing can be done by following the dialogue that has been prepared or can play a free role according to the imagination of the actor. According to Davies in [16] the use of role playing learning models can help participants learn to achieve effective goals. There are four assumptions that form the basis that the role playing learning model is parallel to other learning models, namely:

- Emphasizing a situation based on the 'here and now' experience.

- Gives the possibility to express unrecognizable feelings without playing the role of the other person.
- Assuming that emotions and ideas can be raised to the level of consciousness for later levels through a group process.
- Assuming that hidden psychological processes in the form of attitudes, values, feelings and belief systems can be raised to the level of consciousness through a combination of spontaneous role playing and then analyzed.

B. Madura Ethnic Entrepreneurial Values

Madura is the name of an island located north of East Java and has an area of 5,250 km^2. Administratively, Madura is an area of East Java Province which is divided into four regencies, namely Bangkalan, Sampang, Pamekasan, and Sumenep. Madura Island is also surrounded by smaller islands, namely Kambing Island, Gili Raja, Tile, Puteran, Iyang, Sapudi, and Raas. In 2009, the population was estimated at 19 million people, who spread out on the island of Madura itself and some of them live in the east of East Java, starting from Pasuruan to the north of Banyuwangi. This island is famous as a national salt supplier for Indonesia. There are interesting things behind the Madurese to migrate to other areas. According to Geertz in [10], Madura Island is categorized as 'Outer Indonesia', in contrast to Java Island which is categorized as 'Inner Indonesia'. Both are distinguished from an ecological point of view, where Madura is a moor-based community, while Java is a community based on rice field ecology. The ecological characteristics of the moor are that plant life is highly dependent on rainfall, there are more varieties of plants even though their productivity is low, and the risk of crop failure is greater due to erratic seasons. Such an ecological base has consequences for their economic life. Food is reduced and the economy is limited to subsistence. Moreover, the frequent long dry seasons accompanied by a famine season, the Madurese are forced not to be fulfilled by nature.

In addition to being a factor that encourages Madurese people to go abroad, the ecotype of the moor is ultimately able to form a unique pattern of social relations for the Madurese community. One of the uniqueness that can be seen is in the settlement pattern of the Madurese which was built resulting in looser social relations and fostered an individualistic spirit compared to Javanese village settlements which fostered more communalism. The individualistic nature formed by the ecotype of the moor gave rise to the characteristics of the Madurese who prioritized economic rationalization: simplicity, hard work, and frugality. The innate superiority of the moor ecotype in Madura is considered to cause its own problems in the social relations of Madurese overseas. With a higher spirit of individualism than the local population, the settlements of Madurese overseas are produced by labor ethics rather than land ethics. The result was the taking of the working areas of the local population by the Madurese. But on the other hand, the result of the consequences between nature and the characteristics of the Madurese also brings positive values, especially in terms of entrepreneurship. These values are indirectly formed in their subconscious, which is then attached to the Madurese. These values will be explained in detail in Table 1.

Table 1. Values of Madura Ethnic Entrepreneur

No	The Values Of The Madura Ethnic Work	Meaning
1.	*BHARENTENG*	Very active
2.	*KAR NGAKARCOLPE*	Work hard
3.	*NYARONEN*	Efforts made
4.	*BADA KETTOSANNA*	Produce something
5.	*JHAK-AJHAK*	Cooperation
6.	*NGAWON BAKTO*	Manage time
7.	*(BHUME) SONGENNEP TA' ABINGKER*	Wander license

C. Entrepreneurial Interest

Interest in entrepreneurship is the desire, interest and willingness of individuals through ideas they have to work hard or have a strong will to try to fulfill their life needs, are confident, creative, and innovative and have the ability and skills to meet their needs [4]. Steinhoff in [17] states that there are seven reasons why someone is interested in entrepreneurial activities. The seven activities include:

- Want to have a high income.
    Want to have a satisfying career.
- Want to be able to direct yourself/not controlled by others.
- Want to increase your prestige as a business owner.
- Want to run the idea or concept that is owned freely.
- Want to have a prosperous life in the long term.
- Want to donate something useful for humanity.

When examined more deeply, the emergence of intentions that end in an action or behavior can be predicted by several variables that influence it. This knowledge is explained logically in the theory of planned behavior which was initiated by a psychologist named Icek Ajzen. In his theory Ajzen suggests that a person's behavior is determined by three factors; First, belief (belief) about behavioral outcomes and evaluation of behavioral outcomes (behavioral belief). Second, beliefs about the normative expectations of others and the motivation to comply with these expectations (normative belief). Third, beliefs about the presence of facilitating or inhibiting factors and the perception of power on these factors (control belief). Based on this perspective, behavioral beliefs will lead to positive (favorable) or negative (unfavorable) attitudes towards certain behaviors. Then normative beliefs lead to the formation of perceptions of social pressure to take actions or subjective norms, while control beliefs will lead to perceptions of behavioral control (perceived behavioral control). The combination of attitudes towards behavior, subjective norms and perceptions of behavioral control results in the formation of behavioral intentions [5] (Fig. 2).

Figure 2 describes the process of an interest can be created through a series of factors that influence it. A strong interest or intention can be created if there is a positive
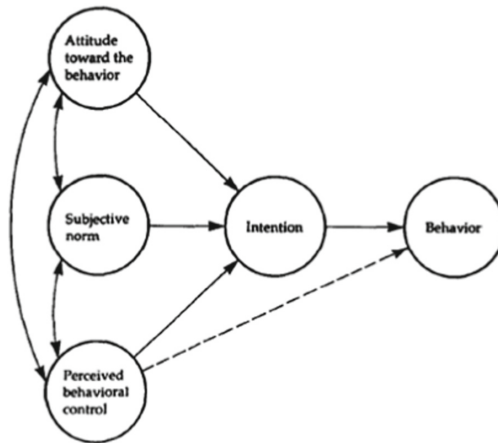
ICEK AJZEN

Fig. 2. Theory of Planned BehaviorFrame work.

(favorable) attitude towards a behavior accompanied by subjective norms that are in accordance with the will of the community coupled with adequate perceived control. With a sufficient degree of actual control over a behavior, individuals will express their intentions if an opportunity arises. On the other hand, if belief in a behavior produces a negative attitude (unfavorable), then the assessment from the community (subjective norm) of the behavior is also bad, plus there are many difficulties and whether or not there are supporting resources, automatically the intentions present will be very weak. Probably won't cause any intention. Likewise in the context of entrepreneurship, interest or intention to entrepreneurship can grow strongly if, there is a positive attitude towards entrepreneurial activities, plus a good assessment of the community environment, and the lack of obstacles in carrying it out, then automatically an individual's interest in entrepreneurship will grow rapidly strong.

D. Social Studies Learning Model Role Playing Cards Based on Madura Ethnic Entrepreneurial Values in Shaping Students' Entrepreneurial Interests.

Entrepreneurship learning in schools should be done with a variety of creative ideas. This is because the purpose of social studies subjects is to encourage students to think critically in utilizing knowledge about the world of entrepreneurship. Besides, it provides an understanding that social studies subjects exist in everyday life. Based on these objectives, there is a formulation of learning model development as an effort to increase students' interest in entrepreneurship. The role playing cards (RPC) learning model based on Madurese ethnic entrepreneurial values, is a learning model that aims to provide understanding to students through the process of role playing (role playing) imaginatively and full of appreciation, in order to participate in the real experiences felt by the students. Entrepreneurs, especially ethnic Madurese in pioneering and building their businesses. Meanwhile, the target of the development of the role playing card (RPC) learning model

is the increasing interest in entrepreneurship in students. To be clear, below is a chart of the framework of this research (Fig. 3).

The learning model of role playing cards based on Madurese ethnic entrepreneurial values is a form of contextual learning development. The contextual approach itself is created on the basis of a constructivist philosophy which emphasizes that our knowledge is our own formation, Glaserfeld in [7]. Glaserfeld asserts that knowledge is not an imitation of reality, knowledge is not a description of the existing world of reality. Knowledge is always the result of a cognitive construction of reality through one's activities. Therefore, knowledge is not about the world apart from the observer, but a human creation which is constructed from his experience as far as what he has experienced. As an approach, contextual learning is shaded by a variety of learning models with the same basic principle, namely that students must find meaningful relationships between abstract ideas and practical applications in real-world contexts. One learning model that is identical to this principle is role playing cards (RPC). The learning model of role playing cards (RPC) based on Madurese entrepreneurial values is a form of developing a modified role playing model with the addition of a card game which contains problem scenarios and solutions adopted from the entrepreneurial values of Madurese ethnicity. This learning model emerged as a form of reaction to various empirical phenomena that exist in the entrepreneurial learning process. One of the empirical phenomena that exists is the lack of innovation and creativity in the entrepreneurial learning model. A monotonous learning situation will eventually result in unattractiveness in learning. The learning process
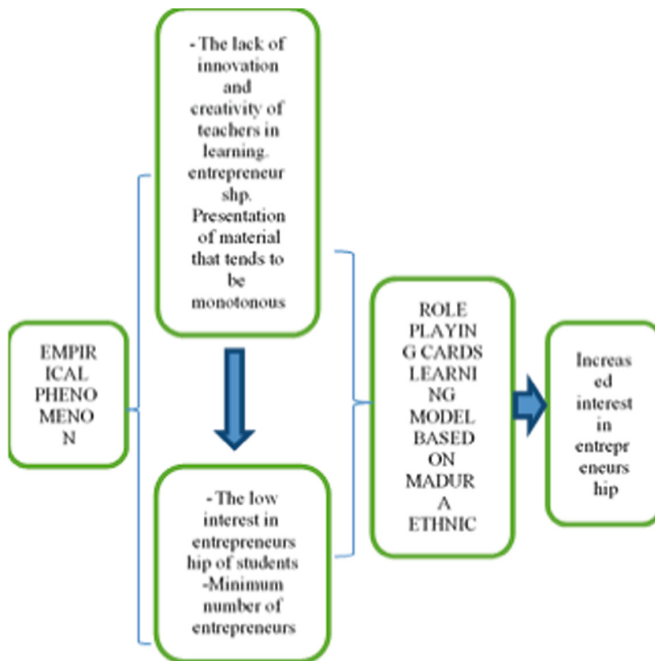

Fig. 3. Framework.

that is less desirable has an effect on students' low interest in entrepreneurship, therefore the role playing cards (RPC) learning model based on Madurese ethnic values seeks to offer an alternative solution in the hope of increasing entrepreneurial interest in students. So that later when they enter the community they will not hesitate to start activities as entrepreneurs.

The steps (syntax) in applying the role playing cards (RPC) learning model based on Madurese ethnic values can be done through Fig. 4.

Explanation of the steps of the Role Playing Card (RPC) learning model 1.

- Students are asked to form 4 groups of 5–6 people each)
- Each group must choose a problem card which contains scenarios of various bad conditions and situations that occur in entrepreneurial activities and daily life.
- After taking a problem card, the group discusses and chooses a role to then play a role (role playing) or simulate the problem conditions contained in the card. (Note: In doing role playing, each group must do it with full imagination and appreciation.)
- After the first group has finished acting out the problem card scenario, students from other groups are tasked with assessing and commenting on the condition of the problem that has been played out in the story.
- After being assessed and commented on by other groups, the next step, the cast group is asked again to choose a solution card (solution card), to then be played again according to the scenario. The solution card is a card that contains scenes of positive values (sourced from the entrepreneurial values of Madurese ethnicity) as a solution to the problem situation that exists on the problem card.
- After the group has finished acting out the scenario in the solution card, representatives from other groups are welcome to give a thorough assessment and comment regarding
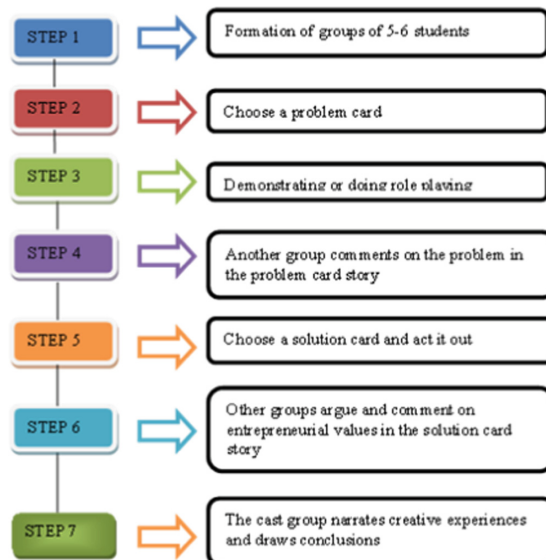

Fig. 4. Syntax Chart of the Role Playing Cards (RPC) Learning Model Based on Madura Ethnic Entrepreneurial Values.

the quality of acting, clarity of storyline and opinion about what entrepreneurial values are contained in the solution card scenario. Card) which has been played by the group. Differences in views by each group are expected in this activity to enrich the opinions of each student.

- In the final stage, each player/actor must be able to tell his experience of playing in role play, especially telling the entrepreneurial values embedded in the story he plays. The experience is shared with the audience/other groups as a creative experience. This creative experience in the form of positive values is expected to be absorbed into students and can be applied to everyday life and later in entrepreneurial activities in the future.

4   Conclusion

Based on the results of the research described in the previous section, the conclusions of this research are first, as a field of science that has a major role Social studies education requires creativity and innovation that must be developed continuously in accordance with the context of life. Because, the implementation of social studies learning that is not in line with the times, social studies education will only be considered an obsolete object that will be closed and left behind by the times. Second, the inspiration of local cultural values basically contains positive values that can be adopted as elements in the modification of a learning model. The entrepreneurial values of Madurese ethnicity in this study are no exception, which can be used as inspiration in increasing students' entrepreneurial interest. Third, the design of the social studies role playing card learning model can be applied through several stages according to the procedures in the role playing model criteria. Through this learning model, students are expected to have an interest in entrepreneurship and change their perception of social studies lessons that have been created so far at school.

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