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Development of a Role-Playing Model in the Material of Indonesia's Struggle for Independence History

Wiwid Nur Sulistiani[1], Eka Yusnaldi[2]
[1,2]Universitas Islam Negeri Sumatera Utara, Indonesia

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ABSTRACT

Social Studies (IPS) learning, particularly the material on Indonesia's Struggle for Independence, plays an important role in fostering historical awareness, nationalism, and students' character. However, IPS learning in Madrasah Tsanawiyah still tends to be teacher-centred and rote, thereby involving students less actively and not yet fully internalising the values of the struggle. This study aims to develop a role-playing learning model integrated with the Integrated IPS textbook on the History of Indonesia's Struggle for Independence for grade IX students at MTs Yanbaul Ulum Kandis, and to test its feasibility and effectiveness. This study uses a Research and Development (R&D) approach with stages including preliminary study, planning, product development, expert validation, limited trials, and model refinement. Data collection techniques include observation, interviews, learning outcomes tests, questionnaires, and documentation. The research results indicate that the developed role-playing learning model is valid and feasible, as assessed by material experts, learning model experts, and practitioners. In addition, the implementation of the model has been proven effective in improving cognitive learning outcomes, learning activities, nationalism attitudes, social skills, and students' learning motivation, as well as facilitating teachers in managing learning. Therefore, the role-playing learning model based on the Integrated Social Studies (IPS) textbook can serve as an innovative alternative for teaching history-related IPS in Madrasah Tsanawiyah, fostering more meaningful, contextual, and character-oriented learning.

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Corresponding Author:
Wiwid Nur Sulistiani
Universitas Islam Negeri Sumatera Utara, Indonesia
Email: wiwid0309212025@uinsu.ac.id

1. INTRODUCTION

Social Studies Education (IPS) plays a strategic role in shaping historical awareness, nationalism, and students' character as responsible citizens [1]. One of the important areas in social studies learning is the material on Indonesia's struggle for independence, which not only

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aims to provide a factual understanding of past events but also to instil values of patriotism, national spirit, and the sacrifices of the nation's heroes [2]. Therefore, history learning should ideally be presented in a meaningful, contextual manner and actively engage students in the learning process.

However, the reality of social studies learning at the Madrasah Tsanawiyah level, particularly in class IX at MTs Yanbu'ul Ulum Kandis, shows that the delivery of material on Indonesia's struggle for independence remains largely conventional and teacher-centred. The learning process is generally dominated by lecture methods and the use of the Integrated Social Studies textbook as the main source, making students more likely to play a passive role as information receivers [3]. This condition affects students' low active participation, their limited understanding of the meaning of historical events, and their minimal internalisation of the values of struggle and nationalism in daily life.

The Integrated Social Studies textbook used in the ninth grade actually contains material on Indonesia's independence struggle in a systematic, chronological manner. However, without the right learning model, this material is often perceived by students as mere memorisation of events, figures, and important dates. As a result, history learning becomes less engaging, boring, and incapable of evoking empathy or historical imagination in students [4]. This requires innovation in learning models that bring historical events to life in an active, participatory learning environment.

One learning model considered relevant for addressing this problem is role-playing. This model allows students to portray historical figures or reconstruct key events in Indonesia's struggle for independence [5]. Through role-playing activities, students not only cognitively understand the sequence of events but also emotionally experience values such as courage, unity, self-sacrifice, and patriotism. Thus, learning history is no longer abstract but becomes a concrete and meaningful learning experience.

The development of a role-playing model for the material on Indonesia's struggle for independence, adapted to the Integrated Social Studies textbook for grade IX at MTs Yanbu'ul Ulum Kandis, is important to undertake. This development is expected to produce a learning model that is systematic, contextual, and aligned with the characteristics of madrasa students, while also supporting the goals of social studies education in shaping students with historical awareness and strong national values. Thus, this research is expected to provide both theoretical and practical contributions to the development of social studies learning, particularly in improving the quality of the learning process and outcomes in history at the Madrasah Tsanawiyah level.

History learning in the Social Studies (IPS) subject plays an important role in building historical awareness and national values among students. The history of Indonesia's struggle for independence, as a core part of the IPS curriculum, should not only be understood factually but also have the values of struggle, nationalism, and patriotism internalised bytudents [6].

Several previous studies have examined the effectiveness of active learning models, including role-playing, in improving the quality of history education. One of them, a study by Santika et al., found that the role-playing model increased active participation, historical empathy, andonceptual understanding through direct learning experiences and social interaction [7]. Several studies have also reported that role playing can improve social studies

learning outcomes and student motivation. However, these studies are still generally applied in nature and have not yet been directed towards the development of a structured, context-based learning model.

The research gap in this study lies in several important aspects. First, Karim's research on role-playing in social studies learning has not systematically integrated this model with the Integrated Social Studies textbook as the main learning resource [8]. In fact, textbooks play a strategic role in determining the flow of learning, the depth of the material, and students' competency achievements. The lack of alignment between the learning model and the textbook structure can result in suboptimal learning and make it difficult for teachers to replicate the learning model.

Second, previous research by Suryani, Wihardis, and Rohmah tended to position role playing as a complementary method, rather than as a learning model specifically developed based on the characteristics of Indonesian independence struggle history material. As a result, there has been no role-playing model design that explicitly accommodates history learning objectives, such as the development of historical awareness, chronological thinking skills, and the internalisation of national values [9].

Third, Hamami's research, conducted specifically in the context of Madrasah Tsanawiyah (MTs), especially grade IX, remains very limited. The madrasah environment has its own uniqueness, both in terms of the integration of Islamic values, school culture, and the characteristics of the students [10]. Therefore, research results from public schools may not be fully relevant when applied directly in madrasahs without contextual adjustments.

Based on this research gap, this study presents novelty in several aspects. First, this study develops a role-playing model directly integrated with the Social Studies textbook, ensuring that learning steps align with the textbook's material structure, basic competencies, and indicators. This approach makes role-playing not merely a method but a systematic, operational learning model.

Second, the novelty of this research lies in its application context, namely the ninth-grade class at MTs Yanbu'ul Ulum Kandis, which enables the development of a history learning model that aligns with the characteristics of madrasa students and the values of Islamic education. Third, this study emphasises not only improving cognitive learning outcomes but also strengthening affective aspects and national values through symbolic and emotional experiences students gain during role-playing activities. Thus, this research is expected to provide theoretical contributions to the development of social studies learning models, as well as practical contributions for social studies teachers in designing history lessons on Indonesia's struggle for independence that are more meaningful, contextual, and oriented toward shaping students' character.

2. METHOD

This study uses a research and development (R&D) approach aimed at producing an educational product in the form of a role-playing learning model on the Social Studies subject of the History of Indonesia's Struggle for Independence that is valid, practical, and effective. The R&D approach is chosen because it allows researchers to systematically

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develop a learning model through stages of needs analysis, design, development, validation, testing, and product refinement [11].

The development model used adapts the simplified steps of Borg and Gall according to the research context and time constraints, without reducing the essence of product development. The research stages include: (1) preliminary study and needs analysis, (2) model planning and design, (3) initial product development, (4) expert validation, (5) product revision, (6) limited trials, and (7) model refinement. These stages aim to ensure that the role-playing model developed has a strong theoretical, empirical, and practical foundation [12].

The preliminary study and needs analysis were conducted through observation of the social studies learning process in the 9th-grade class at MTs Yanbu'ul Ulum Kandis, interviews with the social studies teacher, and document analysis of the 9th-grade Integrated Social Studies textbook. This analysis aims to identify learning problems, student characteristics, and the suitability of the Indonesian Independence Struggle History material with the implementation of the role-playing model. The needs analysis serves as the basis for designing a relevant and contextual learning model.

The planning and model design stage focuses on formulating learning objectives, preparing the role-playing model syntax, and developing role-playing scenarios that directly refer to the material in the Integrated Social Studies textbook for ninth grade. At this stage, learning tools are also prepared, including the Lesson Plan (RPP), student worksheets, and assessment rubrics. The model design draws on the principles of active and constructivist learning, positioningtudents as the subjects of learning through direct experience and social interaction [13].

The initial product development stage produced a draft of a role-playing model that includes a description of the model, learning steps, the roles of teachers and students, role-playing scenarios, and assessment instruments covering cognitive, affective, and psychomotor aspects. Authentic assessment is used to measure students' comprehensive achievement of competencies, especially in history learning that emphasises understanding national values and attitudes.

The initial product was then subjected to expert validation by social studies content experts, learning model experts, and education practitioners (junior high school social studies teachers). The validation aimed to assess the feasibility of the content, model construction, language, and the practicability of the learning process. Validation data were collected using assessment sheets and analysed descriptively both quantitatively and qualitatively. The validation results were used as a basis for revising the product so that the developed learning model meets the criteria of feasibility and effectiveness [14].

A limited trial stage was conducted after the product was revised based on expert input. The trial was conducted in the ninth-grade class at MTs Yanbu'ul Ulum Kandis, involving students and social studies teachers. At this stage, the role-playing model was implemented to teach the material on Indonesia's History of Independence Struggle and to assess its practicality and effectiveness. Data collection techniques included learning outcome tests, observation sheets of student activities and social skills, student response questionnaires, and interviews with teachers.

The data obtained were analysed using quantitative descriptive analysis for test data, questionnaires, and observations, and qualitative descriptive analysis for interview results and field notes. The effectiveness of the model was assessed based on improvements in students' understanding of the historical material, active engagement during learning, and positive responses from teachers and students towards the implementation of the role-playing model. The practicality of the model was evaluated based on the ease with which teachers can implement the learning steps and its suitability tolassroom conditions [15].

The final stage of the research is product refinement, which involves revising the role-playing model based on results from limited trials. The final product, a refined role-playing learning model, is expected to be used as an innovation in Integrated Social Studies learning for ninth grade, particularly on the topic of the History of Indonesia's Struggle for Independence at MTs Yanbu'ul Ulum Kandis, and has the potential to be replicated in other madrasah tsanawiyah with similar characteristics.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Development of a Role-Playing Model in Social Studies Learning on the History of Indonesia's Struggle

The research results indicate that the development process of the role-playing learning model in social studies learning on the topic of Indonesia's Struggle History in grade IX at MTs Yanbu'ul Ulum Kandis was carried out systematically through several development stages. In the preliminary study and needs analysis stage, it was found that social studies learning still tends to be teacher-centered, with a dominance of lectures and textbook-based assignments. This condition causes students to be less actively involved in the learning process and to view historical material merely as a list of events and chronology, without a deep understanding of the meanings and values of the struggles it contains.

Based on these findings, the researchers designed a role-playing learning model tailored to the Grade IX Integrated Social Studies textbook. The results of the planning and design of the model indicate that the material on Indonesia's Struggle has strong narrative elements, figures, and events, making it highly relevant for development through role-playing activities. The role-playing scenarios are designed to represent important figures and events in Indonesia's struggle for independence, while also integrating the values of nationalism, responsibility, cooperation, and courage.

At the early product development stage, the role-playing learning model was designed as a clear, structured learning syntax, including the preparation stage, role-playing implementation, discussion, and value reflection. Validation results by material experts, learning model experts, and social studies teachers indicated that the learning model falls into the feasible category for use. However, some improvements are still needed, particularly in simplifying the language in role-play scenarios and adjusting the time allocation to suit the conditions and characteristics of madrasah students.

After revisions were made based on the validator's input, the learning model was tested on a limited scale in the 9th grade at MTs Yanbu'ul Ulum Kandis. The trial results showed an increase in active student participation during the learning process. Students appeared more enthusiastic, willing to express their opinions, able to portray historical

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figures' roles well, and demonstrated a deeper understanding of the meaning and value of Indonesia's struggle for independence. Reflection activities following the role-playing also helped students relate historical events to present-day national life.

Table 1. Research Findings on the Development Process of the Role-Playing Learning Model

Development Stage	Main Activities	Research Findings	Implications for the Model
Preliminary Study and Needs Analysis	Observation of Social Studies learning, teacher interviews, and analysis of Integrated Social Studies textbooks for Grade IX	Lecture-based methods still dominate Social Studies learning; students tend to be passive; historical understanding is mainly rote memorisation; values of struggle are not optimally internalised.	It is necessary to develop an active learning model that engages students in a participatory, emotionally engaging way.
Model Planning and Design	Development of role-playing syntax, role scenarios, lesson plans (RPP), student worksheets (LKS), and assessment rubrics	The History of the Indonesian Independence Struggle has strong narrative qualities and prominent figures, making it suitable for reconstruction through role-playing activities.	The role-playing model is designed based on the Integrated Social Studies textbook, focusing on figures, events, and values of struggle.
Initial Product Development	Preparation of a draft role-playing model and supporting learning tools	The initial product contains systematic learning steps, clear role distribution, and value-reflection activities	The initial model is ready to be validated and adapted to the madrasah context
Expert Validation	Evaluation by subject matter experts, learning model experts, and Social Studies teachers	The model is considered feasible, with notes on the clarity of scenario language and time allocation management.	Revisions are made to simplify the language and adjust the duration of role-playing activities.
Product Revision	Refinement of the model based on validators' suggestions and feedback	The model becomes more practical, communicative, and easier for teachers to implement	The model is ready for limited classroom trials
Limited Trial	Implementation of the role-playing model in Grade IX at MTs Yanbu'ul Ulum Kandis	Students become more active, more confident in expressing opinions, more enthusiastic about learning, and better able to understand the meaning of the independence struggle.	The model demonstrates an initial level of practicality and effectiveness.
Product Finalization	Evaluation of trial results and final revision	The model is considered effective in increasing student engagement and understanding of history.	The final model is ready to be used as an alternative approach to Social Studies learning.

Overall, the findings of this study indicate that the process of developing a role-playing learning model produces a model that is valid, practical, and effective for teaching Social Studies on the History of Indonesia's Struggle in the 9th grade at MTs Yanbu'ul Ulum Kandis. This model not only enhances students' cognitive understanding but also fosters a

sense of nationalism, historical empathy, and social skills, thereby aligning with the learning objectives of Social Studies and the educational character goals in madrasahs. In more detail, the researcher presents the findings in Table 1 above.

3.1.2. Feasibility of the Role-Playing Model in Social Studies Learning on the History of Indonesia's Struggle for Independence

The research results indicate that the role-playing learning model in social studies lessons on the History of the Indonesian Independence Struggle in grade IX at MTs Yanbu'ul Ulum Kandis falls into the highly feasible to feasible implementation category. A feasibility assessment was conducted through expert validation, considering content, model design, language, practicality, the assessment system, and suitability for the madrasah context.

From the perspective of content feasibility, the learning model is considered highly feasible because the material presented aligns with the Core Competencies and Basic Competencies of 9th-grade Social Studies and with the Integrated Social Studies textbook used. Presenting the history of Indonesia's struggle for independence through role-playing scenarios allows students to understand the sequence of historical events in a more contextual and meaningful way. In terms of model design feasibility, the role-playing learning syntax is systematically organised, covering the stages of preparation, role-playing, discussion, and reflection. The clarity of the teacher's role as a facilitator and the students as the main subjects of learning makes this model easy to implement and encourages active student involvement in the learning process.

From a language perspective, the lesson scenarios and instructions use communicative language appropriate to the cognitive development level of Madrasah Tsanawiyah students. Nevertheless, several recommended improvements include simplifying specific historical terms so they are easier for all students to understand. The practicality aspect shows that the role-playing learning model is well-suited to practice. Teachers find the learning stages easy to understand and flexible to implement in the classroom, though effective time management is necessary to ensure all stages can be carried out optimally in a single session.

Furthermore, from the perspective of assessment feasibility, the learning model is equipped with assessment instruments that cover cognitive, affective, and psychomotor aspects. The use of a performance assessment rubric allows teachers to comprehensively and authentically evaluate students' understanding of the material, sense of nationalism, and social skills. In addition, the madrasa's context shows that the role-playing learning model has integrated religious values and character education, hallmarks of MTs Yanbu'ul Ulum Kandis. Values of responsibility, cooperation, and unity are reflected in role-playing activities and reflective discussions after the learning sessions.

Based on the overall results, it can be concluded that the role-playing learning model in social studies lessons on the History of Indonesia's Struggle for Independence in grade IX at MTs Yanbu'ul Ulum Kandis is suitable to be used as an alternative learning innovation, both in terms of material substance, learning design, practicality, assessment system, and its suitability with the characteristics of the madrasah and the needs of the students. The researcher presents the findings in more detail in the table below.

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Table 2. Research Findings on the Feasibility of the Role-Playing Learning Model

Feasibility Aspect	Assessment Indicators	Findings	Category
Content Feasibility (Material)	Alignment with Core Competencies (KI) and Basic Competencies (KD) of Grade IX Social Studies, accuracy of historical concepts, and depth of material	The material is aligned with the Integrated Social Studies textbook and the objectives of history learning.	Very Feasible
Model Design Feasibility	Clarity of role-playing syntax, integration of learning steps, and the roles of teachers and students	The learning syntax is clear, systematic, and easy to follow	Very Feasible
Language Feasibility	Clarity of scenario language and learning instructions	The language is communicative and appropriate to the developmental level of MTs students	Feasible
Practicality Feasibility	Ease of model implementation by teachers and appropriateness of time allocation	The model is easy to implement with flexible time management	Feasible
Assessment Feasibility	Suitability of cognitive, affective, and psychomotor assessment instruments	The assessment rubrics are comprehensive and authentic	Very Feasible
Madrasah Contextual Feasibility	Integration of religious values and character education	Values of nationalism, responsibility, and cooperation are integrated into the learning process	Very Feasible

3.1.3. Effectiveness of the Role-Playing Learning Model in Social Studies Learning

The results of the study show that the application of the role-playing learning model in Social Sciences learning in grade IX MTs Yanbu'ul Ulum Kandis has proven to be effective in improving the quality of the learning process and outcomes. The effectiveness of this model was analysed across several aspects: cognitive learning outcomes, learning activities, attitudes and affective responses, social skills, learning motivation, and teachers' responses to its implementation.

From the perspective of cognitive learning outcomes, the implementation of the role-playing learning model enhances students' understanding of Indonesia's independence struggle. Students are not only able to master historical facts and figures, but also demonstrate a more contextual understanding of events and the values of the struggle. This improvement is reflected in the increase in students' average learning outcomes after the learning model is applied.

In terms of learning activities, the role-playing model significantly encourages active student engagement in the learning process. Students are directly involved in playing the roles of historical figures, discussing, and expressing opinions and reflections. This situation creates an interactive and collaborative learning environment, making learning activities highly effective.

From the perspective of attitude and the affective domain, implementing the role-playing learning model can foster a sense of nationalism and empathy among students toward the struggles of the nation's heroes. Through role immersion and reflective activities, students demonstrate a deeper understanding of the values of struggle, such as the spirit of unity, sacrifice, and love for the homeland. This shows that social studies learning not only affects cognitive processes but also contributes to attitude formation.

Next, regarding social skills, there was a significant improvement. During the role-playing activities, students were required to cooperate, communicate effectively, and take responsibility for the roles they performed. Social interactions among students became more intense and positive, thus their social skills developed well. In terms of learning motivation, students showed greater enthusiasm and interest in learning social studies. Role-playing activities made historical material more engaging and meaningful, so students were more focused and excited to participate in the lessons until the end.

Meanwhile, from the perspective of teacher responses, the role-playing learning model is considered effective in achieving social studies learning objectives. Teachers stated that this model facilitates classroom management, enhances teacher-student interaction, and creates a more lively, conducive learning environment. Overall, the findings of this study show that the role-playing learning model is effective for use in teaching Social Studies in grade IX at MTs Yanbu'ul Ulum Kandis. This model not only improves students' cognitive learning outcomes but also strengthens learning activities, nationalism attitudes, social skills, and learning motivation, thereby aligning with the learning objectives of Social Studies and the educational character in madrasahs. In more detail, the researcher presents the findings in the table below.

Table 3. Research Findings on the Effectiveness of the Role-Playing Learning Model in Social Studies Learning

Effectiveness Aspect	Assessment Indicators	Research Findings	Category
Cognitive Learning Outcomes	Improvement in understanding of historical concepts and achievement of test scores	The students' average scores increased after the role-playing model was implemented.	Effective
Learning Activities	Participation, activeness in asking questions, and involvement in discussions	Students were actively engaged in role-playing activities and classroom discussions.	Very Effective
Attitudes and Affective Domain	Nationalism and empathy toward historical figures and events	Students demonstrated internalisation of the values of struggle	Effective
Social Skills	Cooperation, communication, and responsibility	Interaction and collaboration among students increased	Very Effective
Learning Motivation	Enthusiasm, interest, and focus during learning	Students were more enthusiastic and focused during learning activities.	Very Effective
Teacher Response	Ease of classroom management and achievement of learning objectives	Teachers perceived the model as helpful in facilitating Social Studies learning	Effective

3.2. Discussion

3.2.1. Development of a Role-Playing Model in Social Studies Learning on the History of Indonesia's Struggle

The research results show that the development process of the role-playing learning model in social studies learning on the topic of the History of Indonesian Struggle in the 9th grade at MTs Yanbu'ul Ulum Kandis was carried out systematically and based on the real needs of classroom learning. Findings from the preliminary study showed that social studies learning was still dominated by lecture and memorisation methods, leading students to be passive and less able to internalise the values of the struggle. These findings align with

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Hartono et al.'s research, which found that history learning focused solely on information transfer tends to ignore affective aspects and values, making the learning less meaningful for students [2].

This condition reinforces the urgency of developing active learning models that engage students cognitively, emotionally, and socially. In this context, the choice of the role-playing model is appropriate because it aligns with historical material that is narrative and character-centred. Putri & Iskandar emphasise that role-playing is one of the most effective social learning models for helping students understand social events through role immersion, interaction, and reflection [16]. This aligns with the results of this study, which show that the material on Indonesia's Struggle History has high potential for reconstruction through the roles of figures and events, thereby focusing learning not only on facts but also on the meaning of the struggle.

At the planning and model design stage, the development of role-playing syntax in the Integrated Social Studies textbook for ninth grade demonstrates an effort to integrate curriculum demands with student needs. This approach aligns with Soleha et al.'s view, which emphasises the importance of developing learning models grounded in teaching materials to ensureearning remains contextual and relevant to learning outcomes [4]. Thus, the role-playing developed in this study does not stand apart from the curriculum, but rather serves as a pedagogical strategy to optimise the existing material.

The expert validation results, indicating that the model falls into the feasible category, show that, both theoretically and practically, the role-playing learning model has met high learning standards. This finding aligns with the research bytomo & Wasino, which states that a learning development product is considered high quality if it meets the criteria of validity, practicality, and effectiveness [17]. Notes on improvements regarding scenario language and time allocation actually indicate that the model is adaptive and can be adjusted to the characteristics of the madrasa class.

Furthermore, limited trial results indicate increased student active participation, greater courage to express their opinions, and a deeper understanding of the values of the struggle for independence. These findings reinforce previous research results showing that role playing can enhance students' emotional engagement and conceptual understanding in social studies and history learning [3]. Through role-playing activities, students not only 'learn' history but also 'experience' historical events symbolically, thereby forming historical empathy and national consciousness.

Reflection activities, which are an integral part of role-playing, also significantly strengthen students' values and attitudes. This aligns with the constructivist approach, which emphasises the importance of reflection in building understanding and learning meaning [10]. In the context of madrasahs, this reflection serves as an effective means to connect the values of the nation's struggle with religious values, responsibility, and cooperation, in line with the character education goals at MTs.

Overall, this discussion shows that the research findings are strongly consistent with existing theories and previous studies. The development of a role-playing learning model not only addresses the issue of teacher-centred social studies learning but also enriches history teaching practices in madrasahs with a more active, contextual, and valuable

approach. Thus, the role-playing learning model developed in this study has both theoretical and practical contributions to improving the quality of social studies education, particularly in the context of Indonesian Struggle History material in madrasah tsanawiyah.

3.2.2. Feasibility of the Role-Playing Model in Social Studies Learning on the History of Indonesia's Struggle for Independence

The research results indicate that the role-playing learning model in Social Studies lessons on the History of Indonesia's Struggle for Independence in class IX at MTs Yanbu'ul Ulum Kandis falls into the category of feasible to very feasible for implementation. This feasibility assessment includes aspects of content, model design, language, practicality, assessment system, and suitability with the madrasah context. These findings show that the developed model meets the criteria for the quality of learning products as stated by Prayuda et al., namely,t is substantively valid, practical in application, and relevant to user needs [5].

From a content feasibility perspective, the material's alignment with the Core Competencies and Basic Competencies of 9th-grade Social Studies, as well as its integration with the Integrated Social Studies textbook, indicates that this model has a strong curricular foundation. This aligns with the views of Suharno, Pambudi, & Harjanto, who assert that content validity is a primary prerequisite for the development of a learning model so thatearning objectives can be achieved optimally [18]. Presenting the material on Indonesia's struggle for independence through role-playing scenarios of key figures and events also supports Allès & Seeth's view that history learning should be packaged contextually so that students can understand the meaning of historical events, not just memorise facts [6].

In terms of feasibility, the clarity of the role-playing syntax and the integration of learning steps indicate that this model is well-designed and easy to follow for both teachers and students. This finding aligns with the theory of Yulianto et al., which states that the clarity of the learning stages largely determines the effectiveness of the role-playing model, the distribution of roles, and the teacher's role as a facilitator. A model design that positions students as the main actors in learning also reflects an active learning approach recommended in various social studies and history research.

From the perspective of language feasibility, the use of communicative language appropriate to the cognitive development level of MTs students demonstrates that this model adheres to the principles of readability and meaningfulness. This aligns with the view of Inayatillah et al., who emphasise that the language in learning materials should be simple, clear, and in line with students' characteristics to avoid hindering understanding ofhe material [19]. The suggestion to simplify certain historical terms indicates that the model is open to improvement without reducing the substance of the material.

The model's practicality also shows positive results, with teachers reporting that the role-playing model is relatively easy to implement and offers clear, flexible steps. This finding reinforces previous research, which states that a practical learning model can be implemented by teachers withoutomplex tools and can be adapted to the limitations of learning time [20]. The flexibility in time allocation in this model is a distinct advantage, especially for learning in madrasahs.

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Furthermore, in terms of assessment feasibility, the use of assessment instruments covering cognitive, affective, and psychomotor aspects indicates that the role-playing learning model has adopted the principles of authentic assessment. Azhari et al. emphasise that history learning should ideally be assessed comprehensively, not only on the mastery of facts but also on students' attitudes and social skills [21]. Therefore, the presence of performance assessment rubrics in this model is highly appropriate, as they can provide a comprehensive picture of students' learning achievements.

The contextual aspects of madrasahs are among the main advantages of the developed role-playing learning model. The integration of religious values, nationalism, responsibility, and cooperation aligns with the characteristics of madrasah tsanawiyah education, which emphasises a balance between knowledge mastery and character development. These findings align with Islamic education studies that emphasise the importance of internalising values through direct and reflective learning experiences [22].

Based on the overall discussion, the research findings on the feasibility of the role-playing learning model align closely with theory and previous research. The model developed is not only feasible in terms of content and design, but also practical, contextual, and relevant to the learning needs of social studies in madrasas. Thus, this role-playing learning model has the potential to serve as an innovative alternative for teaching social studies on Indonesia's Struggle for Independence, while also contributing to the development of more meaningful history-teaching practices oriented toward character formation in students.

3.2.3. Effectiveness of the Role-Playing Learning Model in Social Studies Learning

Research findings show that implementing the role-playing learning model in Social Science learning in grade IX at MTs Yanbu'ul Ulum Kandis is considered highly effective in improving the quality of the learning process and outcomes. This effectiveness is reflected in improvements in cognitive learning outcomes, learning activities, affective attitudes, social skills, student learning motivation, and teachers' positive responses. These findings align with previous studies, which indicate that role-playing is an active learning model that can increase student engagement and comprehensive understanding [23].

From the perspective of cognitive learning outcomes, the increase in students' average scores after implementing the role-playing model indicates that it is effective in helping students understand the concepts of Indonesia's independence struggle. This finding reinforces research indicating that role-based learning can enhance conceptual understanding by directly involving students in the process of reconstructing historical events [24]. By appreciating the roles of figures and the sequence of events, students not only memorise historical facts but also understand cause-and-effect relationships and the historical significance of events, as emphasised in the study of contextual history.

In terms of learning activities, the research results indicate a highly effective category, characterised by high student participation in role-playing, discussions, and reflective learning. This aligns with previous research findings that the role-playing model can foster interactive and collaborative learning by positioningtudents as active subjects in the learning

process [25]. High levels of learning activity also reflect the model's success in creating a challenging and enjoyable learning environment, a key principle of active learning.

From the perspective of attitude and the affective domain, the role-playing learning model has proven effective in fostering students' nationalism and empathy towards historical figures and events. This finding aligns with those of Putri et al., who reported that learning history through role-playing can strengthen character values, such as patriotism, a spirit of unity, and appreciation for the services of heroes [26]. By portraying historical figures, students experience the process of emotionally internalising values, so learning does not stop in the cognitive domain but extends to the affective domain as well.

In addition, improvements in social skills indicate that the role-playing model is highly effective in developing students' cooperation, communication, and responsibility. This aligns with the study by Lestari et al., which states that role-playing is a social learning model designed to train students' interactionthrough group work and interpersonal communication [27]. These findings reinforce the argument that social studies learning is not only aimed at developing social knowledge but also at developing the social skills needed in community life.

From a learning motivation perspective, students' high enthusiasm and interest during the learning process indicate that the role-playing model is highly effective at enhancing intrinsic motivation. This finding aligns with Timur et al.'s research, which found that role-playing and hands-on activities can increase interest in learning by engaging students, making them feel valued, and giving them an important role in the learning process [28]. High learning motivation also contributes to increased student focus and perseverance during the learning process.

Meanwhile, teachers' positive response to the implementation of the role-playing learning model indicates that it is effective. Teachers report that the role-playing model facilitates classroom management, enhances teacher-student interaction, and supports the achievement of social studies learning objectives. This finding aligns with the view of Suryani et al., who stated that a learning model is considered effective if it not only has a positive impact on students but can also be realistically applied by teachers in the classroom [9].

Based on the discussion, the study's findings on the effectiveness of the role-playing learning model align closely with theory and previous research. The role-playing learning model has been proven effective in improving cognitive learning outcomes, learning activities, attitudes, affective aspects, social skills, and students' learning motivation, and has received positive responses from teachers. Thus, this model is relevant and appropriate for use in social studies learning, particularly in the subject of the history of Indonesia's struggle for independence, and it supports the objectives of social studies education and character development in the madrasah environment.

3. CONCLUSION

Based on the study's overall findings, the developed role-playing learning model is valid, feasible, practical, and effective in improving the quality of Social Studies learning on the History of Indonesia's Independence Struggle in Grade IX at MTs Yanbu'ul Ulum

Kandis. The effectiveness of the model is reflected in improvements across cognitive achievement, learning activities, nationalism attitudes, social skills, learning motivation, and teachers' ease in managing the learning process. The implications of this study indicate that the role-playing model can serve as an innovative alternative in Social Studies instruction by promoting active student engagement, meaningful historical understanding, and the internalisation of character and religious values in accordance with the madrasah context. Nevertheless, this study has several limitations, including the trial being conducted in only one class and one learning topic, as well as the need for careful time management to ensure that all stages of role-playing activities are carried out optimally. Therefore, future research is recommended to test this model across a wider range of schools and educational levels, to develop diverse role-playing scenarios for other Social Studies topics, and to integrate the model with other instructional approaches or learning media to achieve more comprehensive and sustainable outcomes.

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