



## APPLICATION OF THE ROLE PLAYING MODEL IN PPKn SUBJECTS TO IMPROVE NATIONAL VISION FOR CLASS V MIS FASTABIQUL KHAIRAT PALUH KURAU

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ARTICLE INFO	ABSTRACT
<p><b>Article History</b></p> <p><i>Accepted: 20-01-2025</i></p> <p><i>Approved: 25-01-2025</i></p> <p><i>Published: 28-02-2025</i></p>	<p>This research aims to increase national insight in PPKn subjects in class V of MIS Fastabiqul Khairat Paluh Kurau by applying the Role Playing learning model. The research method used is Classroom Action Research (PTK). This research was carried out as many as two cycles. With the research subjects of students of class V A, MIS Fastabiqul Khairat Paluh Kurau which amounted to 7 male students and 14 female students. The instruments used in this study are observation sheets and tests. The data analysis technique used is quantitative descriptive. The results of the study showed that there was an increase in PPKn learning outcomes by applying the role playing model. The improvement of student learning outcomes can be seen from the results of data acquisition from cycle I to cycle II. In the first cycle, there were 9 students who completed the classical 42.85% while there were 12 students with the classical 57.14% who did not complete the PPKn learning. Then in the second cycle there was an increase of 18 students who completed the classical 85.71% and there were 3 students who did not complete the classical 14.28%. Because classically it has reached 85.71% of students who have completed, this study is said to be successful.</p>
<b>Keywords</b>	<b>Role Playing Model, PPKn National Vision</b>

### 1. INTRODUCTION

Education is a very important process to improve intelligence and skills as well as strengthen personality and national spirit in order to build oneself and be responsible for the development of a nation. According to Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter I Article 1 states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. Education is a process of students' psychological response to external stimuli from conditions both natural in nature, and those

that occur spontaneously as a manifestation of the culture of teachers and students in general created by schools and teachers in the learning process. Quality education can support development in all fields. Improving the quality of education in our country is a need that cannot be delayed any longer. Therefore, the success of the development of a nation is determined primarily by the existence of quality human resources. The successful development experience in East Asian countries, such as Japan and Taiwan is very convincing evidence of the role of human resources in development. National education functions to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe

in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The national education is the basis for the development of cultural education and the character of the Indonesian nation. National education is required to foster and deepen the love for the homeland, strengthen the spirit of nationalism and a sense of social solidarity.

Definition of national insight consists of two words, namely insight and nationality. In the "General Dictionary of Indonesian" it is explained that insight comes from the term "mawas" meaning research, analysis, and observation. Insights can also enhance opinions or goals. Meanwhile, nationality is a characteristic or identity that marks the origin or hierarchy of a nation (Bambang Yuniarto, 2021:2).

National Insight can also be interpreted as Indonesia's view of itself and the environment in achieving national goals, which is a manifestation of the nation's identity in the world order according to Pancasila and the 1945 Constitution. The National Vision also reflects the desire for the Indonesian nation to be independent, united, sovereign, just and prosperous, and united to overcome all difficulties. Thus, within the framework of the Republic of Indonesia, National Insight is our benchmark for itself and the environment in the process of national goals. Nationality Insight is essentially a general view of all components of the Indonesian nation, and is the basis for developing a high sense of nationalism and nationalism in all aspects of national life. National Insight is a nation's view of itself and its environment, as well as how a nation expresses its nationality in an environment that is constantly changing.

National Vision is not only a requirement for a nation to realize a sense and spirit of nationalism imbued with its inner values. Nationalism creates a sense and spirit of nationalism that is imbued with the values of unity and unity that are the source of strength and integrity of a nation. Nationalism is the application of high nationalism in all aspects of Indonesian people's lives that prioritize the

interests of individuals, groups, tribes or regions.

National Insight is needed to strengthen national awareness and attitudes, which is high awareness and this awareness is the same as the fate of our colleagues, this is the equality of determination to determine the national interest rather than the interests of individuals and groups (Bambang Yuniarto, 2021:3). The purpose of the National Vision is to foster a high sense of nationality and attitude, equality of fate and responsibility, one nation, one common decision, prioritizing the national interest without sacrificing the interests of individuals, groups, tribes, and regions. Indonesia's National Insight makes this country inseparable from living in the spirit of the community. This is reflected in the view that Indonesia is part of an internationally recognized archipelago. National Insight is the view that the Indonesian state cannot be inviolable and in all respects is the view of life that the Indonesian state. Indonesia's constellation, history, and socio-cultural conditions can be used as a reflection of all the impulses and motivations to realize the country's desires (Bambang Yuniarto, 2021:4).

National insight is very important for the young generation of Indonesia to develop into a developed country, a modern country, a safe, peaceful, fair and prosperous country in facing the challenges of globalization. As a country, Indonesia needs its citizens, especially a high national identity among the young generation of Indonesia. The spirit of nationalism is very necessary so that the Indonesian nation and state can continue to develop and exist. high nationalism or the younger generation in order to be able to act positively and best for the country (Bambang Yuniarto, 2021:5).

According to (Yulianto, 2020) Role Playing is a game in which there are goals, rules, and at the same time elements of fun. In role playing, students are conditioned in certain situations outside the classroom, even though at that time learning occurs in the classroom. In addition, according to (Eti Robiatul Adawiah & Siti Qomariyah, 2023) the use of the Role Playing model in the learning process involves

students directly to play certain roles in real life so that if students are directly involved, students will easily remember and understand the material being delivered by the teacher. The Role Playing learning model according to (Kencana Sari, 2018) is a learning model for social interaction that provides opportunities for students to develop themselves to carry out active learning activities by personalizing themselves through the role given by the teacher to increase their National Insight and dramatize the role given by the teacher on stage. According to (Naibaho, 2021), role playing has three functions that are universally valid and socially acceptable, namely having educational value, encouraging children to be accepted by society and strengthening social acceptance, and vice versa, children acquire learning skills. Role playing is useful for limiting behavior so that it does not recur, is educational, strengthens motivation to refrain from unwanted behavior. From the results of an interview with Mrs. Nurjannah, S.ST as the homeroom teacher of class V A on January 15, 2024 MIS Fastabiquil Khairat Paluh Kurau, she explained that the low interest in learning students during learning took place. Because the model used is only makeshift and the teacher only uses the lecture method and at the time of learning is only centered on one teacher, so that learning is less fun for students. In the learning activities that took place, many students did not pay attention when the teacher explained the learning material, many students were indifferent and chatty. Then, when the teacher made a discussion group, the results achieved were not satisfactory because in the group not all students played an active role in solving the problems given. Meanwhile, students in achieving KKM are still assisted by the teacher's tolerance in giving grades. Based on previous research according to (Hasan Asi, 2017) the same problem was found in his research entitled "Application of Role Playing Learning Model to Improve Indonesian Learning Outcomes of Class V Students of SDN 032 Kualu, Tambang District". The problem in this study is found in the Indonesian subject that out of 30 students who have KKM 75, 15 people (41.7%) have reached KKM, while those who have not

reached KKM are 21 students (58.3%). This situation is caused by the fact that teachers in explaining Indonesian lessons still use the lecture model and get students used to memorizing, so that students can develop their ideas.

From the observations made in class V A MIS Fastabiquil Khairat, class V students totaled 21 students, consisting of 9 boys and 12 girls, with 1 class teacher. Problems were found in learning activities in national insight materials that were not in demand by students. Based on the results of interviews and observations, it can be confirmed with UAS scores in odd semesters that there are 10.5% of students who have exceeded the KKM score, and 89.5% of students who have not exceeded the KKM score. Meanwhile, the completion score in PPKn subjects at school is 75. For this reason, it is necessary to implement a learning model that can improve student learning outcomes in PPKn subjects.

Table 1.1 Results of the Final Semester Exam for Class V A Students Mis Fastabiquil Khairat Paluh Kurau Academic Year 2023/2024

No	Jumlah Siswa	Nilai	Persentase	Kriteria
1.	19	≤75	90,47%	Tidak Tuntas
2	2	≥75	9,53%	Tuntas

Source : List of Semester Final Exam Scores for Class V A Students

The author believes that the learning model that teachers can use in PPKn subjects to improve National Insight is a role playing model. The role playing learning model is one of the models that can be applied in classroom learning, because this model is interesting for students, they can act out figures in historical events and past events or a series of activities that emphasize cooperation, communication and interpretation of an event and so that students can increase their confidence in learning.

Role playing according to (Cahyani, 2023) is a role-playing learning model where

this model has goals and rules and has an element of fun. In the role playing model, this is a form of activity where other people play a role and imagine themselves outside the classroom, even though at that time learning is being carried out in the classroom. Basically, role play is a model of learning activities that teach roles that exist in the real world such as role play in the classroom, so that students can provide feedback in various ways when they give opinions or suggestions to develop the role. With the help of the role play model, Learning is more focused on the problems raised in the performance, and not based on a person's ability to play the role. Based on this description, the researcher is interested in conducting a research entitled "Application of Role Playing Model in PPKn Subjects to Improve National Insight of Class V Students of MIS Fastabiqul Khairat Paluh Kurau"

## 2. RESEARCH METHOD

This research took place at MIS Fastabiqul Khairat Paluh Kurau for the 2023/2024 Academic Year, which is located at Jl. Besar Psr I B Dsn VIII Paluh Kurau, Hampan Perak, Sungai Baharu, Lubukpakam, Deli Serdang Regency, North Sumatra 20374. The research method used is Classroom Action Research (PTK). The research was conducted in two cycles, with each cycle consisting of four stages: planning, acting, observation, and reflection.

The results of the study showed that the Role Playing model could improve the learning outcomes of PPKn students, which can be seen from the increase in learning completeness from 42.85% in the first cycle to 85.71% in the second cycle. This research aims to increase students' national insight through a role playing learning model in the subject of Pancasila and Citizenship Education (PPKn). This research was conducted as a Classroom Action Research (PTK) with two cycles in class V MIS Fastabiqul Khairat Paluh Kurau. The results of the study show that the use of the role playing model can improve student learning outcomes. In the first cycle, the student completion rate only reached 42.85%, while in the second cycle it increased to 85.71%, so this study was

declared successful. The role playing model allows students to learn by playing certain roles, which makes them more active, easily understands the material, and increases their sense of nationalism and national insight.

## 3. RESULT

This research was carried out in class V A MIS Fastabiqul Khairat Paluh Kurau. In the implementation of cycle I, it is carried out in four stages, namely: planning, implementation, observation and reflection.

### a. Perencanaan (Planning)

At this planning stage, several things were prepared, including:

1. Make a Learning Implementation Plan (RPP) with the teacher.
2. Preparing learning media in the form of Powerpoint about national insight which contains learning materials, namely the precepts of Pancasila in daily life.
3. The researcher made a research instrument in the form of observation sheets of teacher and student activities and post tests when applying the role playing learning model

### b. Pelaksanaan (Acting)

At the implementation stage, researchers and teachers collaboratively carry out learning activities in accordance with the lesson plan that has been prepared by applying the role playing learning model.

#### 1) Preliminary Activities

- a. The teacher says the greeting and the student answers the greeting and greets the teacher

This research was carried out in class V A MIS Fastabiqul Khairat Paluh Kurau. In the implementation of cycle I, it is carried out in four stages, namely: planning, implementation, observation and reflection.

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#### a. Pelaksanaan (Acting)

At the implementation stage, researchers and teachers collaboratively carry out learning activities in accordance with the lesson plan that has been prepared by applying the role playing learning model.

#### 1) Preliminary Activities

1. The teacher says greetings and the students reply and greet the teacher
2. Understand the questions given by the teacher
3. The teacher asks the students to present the answers they have worked on
4. Each student is in his or her group and observes each group that presents the answer.
5. The teacher gives an assessment to each group that has progressed
6. The teacher asks questions and answers to students about the material that has been studied.
7. The teacher asks students to write a summary of the material they have learned
- 8) Teachers give evaluation tasks to students.

#### A. Closing Activities

- a. Teachers give praise or reinforcement to students
- b. Teachers give students the opportunity to ask questions.
- c. The teacher and the student conclude the learning
- d. The teacher conveys the lesson plan at the next meeting
- e. The teacher closes the learning with a prayer and greetings

#### B. Pengamatan (Observation)

Tahap pengamatan dilakukan oleh peneliti bersamaan dengan proses learning to observe all activities of teachers and students during PPKn learning activities using the role playing learning model. The implementation of observation is carried out based on the observation sheet that has been prepared by

the researcher who has consulted with the supervisor. Next, the observation sheet containing the statement is filled in by giving a check mark to the column that has been provided. The following is a description of the observation results:

#### Results of Observation of Teacher Activities

During the learning process, the teacher's activity in applying the role playing learning model was observed by observers. The results of the teacher's observations are presented in the following table:

**Table 4.1 Results of Observation of Teacher Activities in Cycle I**

Perolehan skor	Skor maksimal	Presentase	Kriteria
51	80	63,75	cukup

Source: 2024 research results

From the table above based on the observation of teacher activities carried out during the learning process, overall teaching is not optimal. This can be seen from the score in the first cycle, which is 51 out of the maximum score of 80 with a percentage of 63.75% in the sufficient category. However, there are still several aspects that must be improved at the next meeting. Such as the teacher's ability to provide perception to students and the teacher's ability to explain the procedures for carrying out the learning activities using model *role playing*. to students and the teacher's ability to explain the procedures for implementing learning activities using the role playing model.

#### 1) Results of Observation of Student Activities

The results of student activity observation are an overview of student activities during the learning process, overall student activities have not been optimal. The results of student observations are presented in the following table:

**Table 4.2 Results of Observation of Student Activities in Cycle I**

No	Category	Number of Students	Persentase
1	Highly Active	1	4,76%
2	Active	1	4,76%
3	Quite Active	7	33,33%
4	Less active	12	57,14%
Sum		21	100%

Source: 2024 Research Results

Based on the data from the observation of student activities in the first cycle, there were 1 student (4.76%) for the very active criterion, 1 student (4.76%) for the very active criterion, 7 students (33.33%) for the moderately active criterion and 12 students (57.14%) for the less active criterion. This shows that the activity has not been completed as expected so that the teacher will continue learning using the Role Playing model.

**Table 4.3 Post Test Scores Cycle I**

Value Range	Category Amount	Jumlah Siswa	Persentase (%) Jumlah Siswa
92-100	Very good	1	4,76%
83-91	Good	1	4,76%
75-82	Enough	7	33,33%
0-74	Less	12	57,14%
Jumlah		21	100
Total Value		1324	
Average		63,04	

The use of the Role Playing model is also used to determine the level of student understanding of the material that has been delivered by the teacher. Meanwhile, to find out the development of individual students, teachers give tests in the form of essay questions. The following are the test results obtained by the researcher in cycle I:

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Average		63,04	

**Table 4.4 Completeness of Learning Cycle I**

No	Learning Completeness	Number of Students	Persentase
1	Complete Students	9	42,85%
2	Incomplete Students	12	57,14%
Sum		21	100%

Source: 2024 Research Results

Based on the data from the observation of student activities in the first cycle, there were 1 student (4.76%) for the very active criterion, 1 student (4.76%) for the very active criterion, 7 students (33.33%) for the moderately active criterion and 12 students (57.14%) for the less active criterion. This shows that the activity has not been completed as expected so that the teacher will continue learning using the Role Playing model.

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**Table 4.4 Completeness of Learning Cycle**

No	Learning Completeness	Number of Students	Persentase
1	Complete Students	9	42,85%
2	Incomplete Students	12	57,14%
Sum		21	100%

From the data above, it is known that of the 21 students who took part in Postest I, there were 9 students who were declared complete with a percentage of 42.85%, while the number of students who did not complete was 12 students with a percentage of 57.14%. Based on the results of the data obtained, it can be concluded that the use of the role playing model in cycle I has not reached the maximum completeness criteria that has been determined, which is 75%.

### 1. Refleksi

The results of data analysis were obtained from post test scores and observation sheets. Based on the analysis of the data, it is known that between the pretest and the post test there is an increase. At the time of the pretest, the number of students who completed their studies was 2 students (9.52%) with an average of 50, while in the post test I the number of students who completed their studies was 9 students (42.85%, ) with an average of 63.04%. After the data of the first cycle was analyzed, the learning acquisition classically showed that there were still students who had difficulty understanding the Pancasila material.

Observation sheets of teacher and student activities in cycle I, some students still do not show attitudes in accordance with the aspects observed. Based on the results of the researcher's observations during the learning activities, it can be seen that student learning activities are still lacking, especially in discussing sub-subjects in groups and then presenting them in front of the class. The tendency of

students to be passive and only dominated by a few people and the completeness of student learning has not reached classical completeness. Based on the problems found during the first cycle, it will be used as input by the researcher as a reference to improve and design the next planning stage.

### 2. Siklus II

The percentage of students' classical completeness in PPKn subjects with the subject of Pancasila values in daily life in the first cycle was 61.90%. Although there was an increase, the success in the first cycle was still below the expected classical completeness value, which was  $\geq 75\%$ . For this reason, researchers need to plan learning activities by preparing a learning plan in cycle II. The activities carried out during the learning process in cycle II which include the planning, implementation, observation and reflection stages are described as follows

#### 1. Perencanaan (Planning)

The planning for obtaining student scores after reflection in the first cycle still does not meet the criteria of classical completeness, which is 75%, students must obtain a score of  $\geq 75$ . The results of student activity observation have also not been in accordance with expectations. For this reason, the researcher and the classroom teacher held a discussion on improving the implementation of learning in cycle II. At this planning stage, the researcher designed learning improvements, which can be seen in the learning implementation plan (RPP) from the results of the analysis of student activities in the learning process and the difficulties experienced by students in cycle I.

The research in cycle II was carried out while still using the Role Playing learning model. In the second cycle, it also consists of two meetings, and in the second meeting, a test will be held again to find out how much the students' absorption of the material has been delivered. In planning in this cycle, improvement is prioritized in discussing the material and the speed of students in understanding it, as well as repeating learning about Pancasila values in daily life. So that students can better understand and can improve the shortcomings in cycle I.

### 3. Implementation (Action)

In cycle II, the learning steps are still the same as in cycle I, but the teacher motivates students to be more

Perolehan skor	Skor maksimal	Persentase	Kriteria
72	80	90%	Baik Sekali

active in the group and be able to complete the tasks that have been given according to the agreed time and each group is more open to each other and submit opinions when presenting in front of the class. In cycle II, the teacher will correct the weaknesses that occurred in cycle I. The teacher will repeat the material that will be delivered. Then the teacher briefly explained what will be learned in cycle II teachers carry out learning activities based on the action plan that has been announced in the lesson plan, namely using the Role Playing learning model. Similar to cycle I, in the implementation of this cycle II action, teachers motivate students to be active in their groups and active in presenting the results in front of the class. After the activity ended, at the next meeting the teacher gave a written test (Post Test II) to the students

to find out the extent of the improvement that occurred after the second cycle.

### 4. Pengamatan (Observation)

As in cycle I, in cycle II, observation of the teaching and learning process is also carried out by observers. During the learning activities, student activities were seen to increase. Students are more open to raising the problems they face and those that are not understood during the learning activities.

#### 1) Results of Observation of Teacher Activities

During the learning process, the teacher's activity in applying the role playing learning model was observed by observers. The results of the teacher's observations are presented in the following table:

**Table 4.5 Results of Observation of Teacher Activity Cycle II**

No	Kategori	Number of Students	Persentase
1	Highly Active	11	52,38%
2	Active	6	28,57%
3	Quite Active	1	4,76%
4	Quite Active	3	14,28%
Sum		21	100%

This can be seen that in the second cycle the score obtained was 72 from the maximum score of 80 with a percentage of 90% in the very good category. Based on the teacher's activities in cycle II, the shortcomings of teacher activities in cycle I have been resolved, this can be seen from the teacher who very well explained the implementation of the role playing learning model. In this second cycle, the teacher provides a variety by doing ice breaking so that students do not feel bored so that students are more enthusiastic about learning. This proves that teacher activities

in cycle II have experienced a maximum increase.

## 2) Results of Student Activity Observation

The results of student activity observation are an overview of student activities during the learning process, overall student activities are optimal. The results of student observations are presented in the following table:

**Table 4.6 Results of Observation of Student Activities in Cycle II**

Value Range	Category Amount	Number of Subscribers	Persentase (%) Jumlah Siswa
92-100	Very good	6	28,57%
83-91	Good	4	19,04%
75-82	Enough	8	38,09%
0-74	Kurang	3	14,28%
Sum		21	100%
Total Value		1.704	
Average		83,52	

In the second cycle, the improvement can be seen from the observation data. Student activities that showed very good criteria amounted to 11 students with a percentage of 52.38%, for the active criteria amounted to 7 students with a percentage of 28.57%, for the moderately active criterion amounted to 1 student with a percentage of 4.76%, and for the less active criterion amounted to 3 students with a percentage of 14.28%. Based on the above data, it can be concluded that student activity in cycle II has increased significantly.

In the implementation of this second cycle, the application of the role playing learning model has been maximized as a whole. In this case, teachers must be able to maintain existing results and are required to improve learning outcomes with new innovations that stimulate students more during the

learning process. After the evaluation in cycle II, the following data on student learning outcomes were obtained:

**Table 4.8 Completeness of Learning Cycle II**

No	Learning Completeness	Number of Students	Persentase
1	Complete Students	18	85,71%
2	Incomplete Students	3	14,28%
Jumlah		21	100%

From the data above, it is known that of the 21 students who took part in Postest II, there were 18 students who were declared complete with a percentage of 85.71%, while the number of students who did not complete was 3 students with a percentage of 14.28%. Based on the results of the data obtained, it can be concluded that the use of the role playing model in cycle II has reached the maximum completeness criteria that have been determined, which is 75%.

## 4. CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn: The application of the Role Playing model in PPKn learning runs effectively. This can be evidenced by the increase in student learning completeness, as seen in the acquisition of data from 21 students, in the pretest questions of students who completed as many as 2 students with classical 9.52%, while in the posttest questions of the first cycle of students who completed as many as 9 students with classical 42.86% and in the posttest questions of the second cycle of students who completed as many as 18 students

with classical 85.71%, then it can be seen that there is an increase from pre-action, cycle I and cycle II as many as 6 students with classical 42.86%.

After learning in cycle II and reflection and evaluation, there was an increase in student learning completeness from cycle I to cycle II by 42.86% with the number of students who completed learning in cycle II by 85.71%. This shows that cycle II has reached the classical completeness criterion, which is 75%. Likewise, student and teacher activities based on the results of teacher activity observation sheets from cycle I and cycle II have increased in the learning process.

Likewise, student activity in the learning process is increasing, where for the very active criteria there are 11 students with a percentage of 52.38%, the active criteria are 6 students with a percentage of 28.57%, the moderate criteria are 1 student with a percentage of 4.76% and the less active criteria are 1 student with a percentage of 14.28%. This also indicates that there is no need for further cycles

## 5. DISCUSSION

The research was carried out in the classroom by applying the Role Playing model during learning activities. At the beginning of the research activity, a pretest is given to find out how far the student's understanding of the material to be studied is given, and at the end of the lesson, a posttest is given to find out the changes that occur. If it is still below the minimum completeness criterion (KKM) of 75, then the student is declared incomplete, and if the classical completeness has not been met, it must be continued to the next cycle. The following are the results of student learning completeness from pre-action,

cycle I and cycle II presented in the following table:

Based on table 4.12, the results of student learning completeness were obtained from 21 students, in the student pre-action that was completed as many as 2 students with classical 9.52%. Meanwhile, in the first cycle, 9 students completed the classical 42.85% and in the second cycle, 18 students completed the classical 85.71%. The increase from pre-action, cycle I and cycle II was 6 students with classical 42.86%.

Based on the data obtained that student activities in PPKn learning by applying the role playing model in the first cycle showed that 9 students (42.85%) were active and 12 students were less active (57.14%), classically the student activities in the first cycle did not meet the criteria of classical completeness, which was  $\geq 75$ . In Cycle II learning, it was shown that 18 students (85.71%) were active and 3 students were less active (14.28%), classically student activities in cycle II had met the criteria for classical completeness. Based on the results of the research obtained that with the increase in student learning activities, student learning outcomes in the material of Pancasila values in daily life will also increase, this can be seen from the results of observation sheets and tests in the first and second cycles have increased and have met the criteria of classical completeness, which is  $\geq 75$ . Thus, it can be concluded that the application of the role playing model to the main values of Pancasila, students are able to understand the material well and can improve the learning activities of students in the MIS Fastabiqul Khairat Paluh Kurau 2023/2024 class. So that this research is stated to be sufficient to be carried out.

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