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Effectiveness of Role Playing Cards (RPC) Learning Models Based on Madura Ethnic Entrepreneurship Values In Increasing Entrepreneurship Interest In Junior High School Students

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ABSTRACT

Objective: This research aims to measure the effectiveness of the RPC (RPC) learning model based on Madurese entrepreneurial values in increasing junior high school students' interest in entrepreneurship. **Method:** The method used in this research is quantitative with a quasi-experimental design, a non-equivalent design (pretest and post-test), and a control group design. **Results:** The research results show that the RPC learning model based on Madurese ethnic entrepreneurial values effectively increases junior high school students' interest in entrepreneurship. This can be seen from the average percentage of N-gain in the experimental class is 60.70%. Meanwhile, the average percentage of N-Gain for the control class is 16.00%. So, the conventional learning model in the control class is ineffective in increasing interest in entrepreneurship among junior high school students. **Novelty:** This learning model is the only role-play learning model developed with a combination of card games and based on ethnic entrepreneurial values to increase students' interest in entrepreneurship. The effectiveness of this learning model can contribute to social studies learning; that is, through creative learning, students' entrepreneurial interest in entrepreneurial activities can increase.

INTRODUCTION

Learning is an activity that is inseparable from education because it is carried out jointly between teachers and students in order to acquire knowledge. There is a fundamental difference in definition between learning and learning. Learning is a constructive activity carried out by someone independently to gain knowledge and achieve changes in behavior (Alfaiz et al., 2019; Kemal & Rosyidi, 2019; Tabroni et al., 2022; Zhumash et al., 2021). Learning is an effort made by someone to create an environment so that people are encouraged to do learning activities. To create a condition that causes individuals to be motivated or involved in a learning activity, a creative and innovative learning model is automatically needed. Apart from teaching the values espoused by society so that individuals can then be accepted in that society (good citizens), social science also teaches how an individual can live in society independently (entrepreneurship). Therefore, one of the competencies taught in social studies subjects is entrepreneurial competence. As a first step, at least introduce terms or concepts in entrepreneurship.

In several developed countries, the issue of entrepreneurship has become a trending topic of discussion put forward by experts and observers for the economic resilience of a nation. For them, one of the determinants of the progress of a nation is the role of entrepreneurship. In America, for example, more than 12.00% of the population are

Entrepreneurs. In Japan, more than 10.00% of the population are entrepreneurs, and a surprising fact is that more than 240 Japanese companies ranging from small to medium to large scale are established in Indonesia. In Singapore, entrepreneurial growth reaches 7.20% of the total population. This condition has not been found in Indonesia; people's interest in entrepreneurship is still classified in the low category (Anwarudin et al., 2019; Dayat et al., 2020; Kemal & Rosyidi, 2019; Luckyardi et al., 2022; Suminah et al., 2022; Wardana et al., 2020). This condition can be seen from the growth of entrepreneurship in Indonesia, which has yet to reach 5.00%, namely only 3.47%, or approximately 9 million people, of the total population of Indonesia. This data makes it clear that the tendency of the Indonesian people to start entrepreneurial activities is still their number one choice. The mentality of still wanting to be an employee and getting a salary every month is still firmly entrenched in most Indonesians, including the younger generation. After graduating from school or college, their orientation is to find a job, get a salary, and live as a household. They must harbor this dream because today's labor regulations are mainly carried out using a work agreement or contract system. The phenomenon of dependence on employment with a limited number of jobs will eventually lead to unemployment. Then, it is no longer a secret that the highest unemployment rates occur among students who graduate from Vocational School.

Seeing this phenomenon, there needs to be an alternative solution so that the mentality of the Indonesian people, especially the younger generation, is not forever shackled to an employee mentality. Social sciences, a field of science that is obliged to teach entrepreneurial competencies, must change students' minds and mentalities by instilling entrepreneurial values through learning. Through creative and innovative learning models based on the local wisdom values of a culture, it is hoped that students' entrepreneurial interests will increase. The role-playing card (RPC) learning model based on the entrepreneurial values of the Madurese ethnic group is one of the social studies learning models modified in such a way as to create a creative learning model without abandoning the original local wisdom values of Indonesian culture. In social studies learning, this model was developed to increase student entrepreneurial interest, especially at the junior high school level (Hardhienata et al., 2021; Shatunova et al., 2019). Role-playing was chosen as a learning model because understanding a value can be well absorbed through an appreciation of role-play (Hendriana et al., 2022; Kemal & Rosyidi, 2019; Mehmood et al., 2021; Sun et al., 2022; Watini, 2020). Because in role-playing, students are trained to imagine feeling conditions in real life, Imagination is the source of creativity; through a creative soul, an idea will be created that can be realized in a work (Kemal & Rosyidi, 2019). Creative values are fundamental values that an entrepreneur must own.

One of the novelties of this research compared to previous research is that this research measures a contextual learning model at the junior high school level in the form of role-playing combined with card games. This model is also a form of developing a learning model based on ethnic cultural diversity, namely Madurese Ethnicity. The development of a learning model based on ethnic and cultural values is in line with the function of national education as stated in the 2003 National Education System Law, namely developing abilities and forming dignified national character and civilization in order to make the nation's life more intelligent. Departing from the low interest of students in entrepreneurial activities, this study aims to measure the effectiveness of the RPC learning model based on the entrepreneurial values of the Madurese ethnic group towards increasing student entrepreneurial interest. The results

of this study indicate that attitudes toward entrepreneurship, subjective norms, and self-efficacy are predictors of interest in entrepreneurship (Balder et al., 2020; Fenech et al., 2019; Mahmoud et al., 2020; Sudarmiatin & Hermawan, 2020). These results are to the suggested relationship between variables in the theory of planned behavior (Planned Behavior Theory). Based on the problem description above, it can be formulated to what extent the effectiveness of the RPC learning model based on the entrepreneurial values of the Madurese ethnic group is increasing students' entrepreneurial interest at the junior high school level. Madurese ethnicity was chosen as the basis for entrepreneurial values, expected to inspire students to increase their interest in entrepreneurial activities. The Madurese ethnicity is also considered a unique local ethnicity because they have a strong character at work. This character is a consequence of the interaction between humans and the space in which they live.

RESEARCH METHOD

This study uses a quantitative approach; more specifically, it uses a quasi-experimental design with two variables, namely the independent variable and the dependent variable. The independent variable in this study is the RPC learning model based on the entrepreneurial values of the Madurese ethnicity. While the dependent variable in this study is the entrepreneurial interest of students, The quasi-experimental design used in this study was a non-equivalent (pretest and post-test) control group design, as seen in Table 1.

Table 1. Experiment design.

Class	Pretest	Treatment	Post-test
Experiment	O_1	X	O_3
Control	O_2		O_4

(Hariadi et al., 2022)

Information :
O_1 = Initial test before treatment is given to the experimental class
O_2 = Initial test on the control class
O_3 = Final test after treatment in the experimental class
O_4 = Final test after learning in the control class
X = Application of the Contextual learning model

Before the effectiveness test instrument is used in the field, the instrument is first tested, namely a validity test and a reliability test. Based on the calculation results of the instrument validity test from the 20 existing statement items, all existing items were declared valid. Table 2 shows the instrument validity test results

Table 2. Effectiveness instrument validity test results.

Number	r count	Sig Value	Information	Number	r count	Sig Value	Information
01	0.609	0.000	Valid	11	0.556	0.000	Valid
02	0.456	0.000	Valid	12	0.577	0.000	Valid
03	0.468	0.000	Valid	13	0.546	0.000	Valid
04	0.585	0.000	Valid	14	0.607	0.000	Valid
05	0.548	0.000	Valid	15	0.567	0.000	Valid
06	0.385	0.001	Valid	16	0.501	0.000	Valid
07	0.428	0.000	Valid	17	0.590	0.000	Valid
08	0.360	0.002	Valid	18	0.210	0.000	Valid
09	0.458	0.000	Valid	19	0.910	0.000	Valid
10	0.462	0.000	Valid	20	0.504	0.000	Valid

The calculation results are reliable if Cronbach's Alpha is > 0.60. Based on the results of the calculations carried out, a reliability coefficient of 0.763 > 0.60 was obtained, so the effectiveness instrument for the RPC learning model was declared reliable. The population in this study was class IX at JHS 2 Sukawangi and JHS 1 Bekasi, with a total of 4 classes.

Table 3. Research population.

No	School Name	Class	Total
1.	JHS 2 Sukawangi	IX.2	27
		IX.4	29
2.	JHS 1 Bekasi	IX.3	38
		IX.5	37

The sample used in this study is a probability sample using class sampling techniques or cluster random sampling. The instruments used were pretest and post-test questionnaires. The research results were then processed using SPSS version 22.

RESULTS AND DISCUSSION

Results

To measure the effectiveness of the RPC learning model based on the entrepreneurial values of the Madurese ethnic group, researchers conducted an effectiveness test in two schools by distributing pretest and post-test questionnaires about increasing student interest in entrepreneurship. The pretest and post-test questionnaire data were then calculated using the normalized gain (N-gain) formula using the SPSS 22 application. The results of calculating the N-Gain Score Test for the experimental class can be seen in Table 4.

Table 4. Calculation results of experimental class N-gain score test.

No	Experiment Class	No	Experiment Class	No	Experiment Class
	N-Gain Score (%)		N-Gain Score (%)		N-Gain Score (%)
1.	40.00	23.	61.29	45.	51.72
2.	67.86	24.	75.00	46.	45.00
3.	54.84	25.	80.00	47.	44.83
4.	80.00	26.	81.82	48.	69.23
5.	87.50	27.	90.32	49.	39.39
6.	57.69	28.	60.00	50.	45.45
7.	57.14	29.	73.33	51.	50.00
8.	90.48	30.	51.61	52.	51.72
9.	84.85	31.	57.14	53.	43.33
10.	55.56	32.	40.63	54.	39.39
11.	86.36	33.	58.33	55.	75.00
12.	81.82	34.	54.55	56.	50.00
13.	89.47	35.	85.71	57.	43.75
14.	96.43	36.	48.15	58.	45.16
15.	64.71	37.	38.89	59.	46.43
16.	64.71	38.	37.50	60.	55.56
17.	46.67	39.	44.00	61.	56.67
18.	66.67	40.	44.00	62.	46.88
19.	78.26	41.	46.43	63.	57.58
20.	80.95	42.	70.83	64.	81.48
21.	58.62	43.	64.29	65.	47.37
22.	76.19	44.	44.83	66.	43.33

Average	**60.67**
Minimum	**37.50**
Maximum	**96.43**

Based on the results of calculating the N-gain score test results, Table 4 shows that the average N-gain score for the experimental class (RPC Model Based on Madura Ethnic Entrepreneurial Values) is 60.67, or 60.70%. This value is in the effective category (56.00%–75.00%). With a minimum N-gain score of 37.50% and a maximum of 96.43%. So, it can be concluded that using the social science RPC learning model based on the entrepreneurial values of the Madurese ethnicity is quite effective in increasing students' entrepreneurial interest. Then, the results of calculating the N-Gain Score Test for the control class can be seen in Table 5.

Table 5. Calculation results of control class N-gain score test

No	Control Class	No	Control Class	No	Control Class
	N-Gain Score (%)		N-Gain Score (%)		N-Gain Score (%)
1.	46.67	23.	-7.69	45.	8.82
2.	39.29	24.	12.00	46.	11.76
3.	8.33	25.	13.64	47.	14.81
4.	-33.33	26.	52.38	48.	4.00
5.	10.34	27.	.00	49.	11.54
6.	.00	28.	2.70	50.	20.00
7.	.00	29.	59.09	51.	8.33
8.	15.38	30.	16.67	52.	37.50
9.	15.38	31.	20.00	53.	3.33
10.	33.33	32.	52.63	54.	26.92
11.	-33.33	33.	33.33	55.	.00
12.	5.88	34.	.00	56.	11.11
13.	66.67	35.	27.91	57.	-17.39
14.	.00	36.	14.29	58.	50.00
15.	18.18	37.	48.28	59.	50.00
16.	-4.55	38.	60.00	60.	6.25
17.	9.52	39.	2.94	61.	4.76
18.	17.65	40.	41.46	62.	-9.68
19.	6.67	41.	27.27	63.	-8.82
20.	73.33	42.	7.89	64.	-15.15
21.	30.00	43.	12.90	65.	50.00
22.	-76.92	44.	30.77		
	Average				**16.07**
	Minimum				**-76.92**
	Maximum				**73.33**

Based on the results of calculating the N-gain score test results, Table 5 shows that the average N-gain score for the control class (the conventional model) is 16.07, or 16.00%. This value is included in the category of ineffective (40.00%). With a minimum N-gain score of -76.92% and a maximum of 73.33%. So, using conventional models in social studies learning is impractical in increasing students' entrepreneurial interest.

Classic assumption test

The normality test and the homogeneity test do the classical assumption test. Then, if, based on the results of the calculation, the data is declared regular and homogeneous, it can be continued with the t-test. Based on calculations made through SPSS 22, the results of the normality test in the experiment class and the control class in the effectiveness test stage in two schools (School 2 Sukawangi and JHS 1 Kota Bekasi) can be seen in Table 6.

Table 6. Normality test result.

Class		Shapiro-Wilk		
		Statistic	df	Sig
Entrepreneurship Interest	*Pre Test* Experiment	.97	66	.12
	Post Test Experiment	.96	66	.05
	Pre Test Control	.98	65	.57
	Post Test Control	.97	65	.23

Based on Table 6, it can be explained that the sig value of the Shapiro-Wilk normality test for all data, both data (pre-test-pos test) for the experimental class and data (pre-test-pos test) for the control class, is above 0.05 or > 0.05. Then, the data is declared normal. Then, after the data was declared normal through the normality test, the homogeneity test was carried out using SPSS 22. The results of calculating the homogeneity test from the data obtained from the two schools can be seen in Table 7.

Table 7. Homogeneity test.

Levene Statistic	df1	df2	Sig.
9.75	1	129	.002

Hypothesis testing

Testing the hypothesis through an independent t-test was conducted to find out the results of the average difference between the experimental group and the control group based on the percent N-Gain score of each group. The independent sample t-test in this study was carried out using the SPSS 22 application. The results of the independent t-test for N-Gain percent between the experimental group and the control group can be seen in Table 8.

Table 8. Group statistics.

Class		N	Mean	Std. Deviation	Std. Error Mean
***N_Gain* Percent**	Experiment	66	60.67	16.44	2.02
	Control	65	16.07	25.52	3.16

Based on the group statistics in Table 8., it can be seen that the mean N-Gain percent value for the experimental class is 60.67, or 60.70%. Based on the category table of interpretations of the effectiveness of the N-gain value (%), it can be concluded that the use of the RPC model based on the entrepreneurial values of the Madurese ethnicity in the experimental class is quite effective in increasing the entrepreneurial interest of JHS students. Furthermore, in Table 8, it is also known that the mean N-Gain percent value for the control class is 16.07, or 16.00%. Based on the category interpretation table of the

effectiveness of the N-gain value (%), it can be concluded that using conventional learning models in the control class is not practical in increasing interest in entrepreneurship in JHS students.

So, from descriptive statistics, it can be said that there are differences in the effectiveness of the Application of the RPC model based on the entrepreneurial values of the Madurese ethnic group compared to conventional learning models in increasing students' entrepreneurial interest. The difference in significance between the IPS RPC learning model and the conventional learning model can be seen in the Independent Samples Test (t-test) in Table 9.

Table 9. Group statistics.

		t-test for Equality of Means				
		T	**Df**	**Sig. (2tailed)**	**Mean Difference**	**Std. error Difference**
N_Gain Persen	Equal variances assumed	11.905	129	.000	44.59913	3.74640
	Equal variances not assumed	11.867	109.072	.000	44.599	3.75833

In Table 9, the Sig value on Levene's Test for Equality Variance is 0.02 0.05, less than 0.05. So, the data variance for the experimental and control class data is not homogeneous. Therefore, the independent t-test for the N-Gain score can be guided by the sig value in the Equal variances, not the assumed table. Based on the Independent Samples Test table (t-test), it can be seen that the value of Sig. (2 tailed) is 0.000 0.005, it can be concluded that there is a significant difference in effectiveness between the use of the RPC model based on the entrepreneurial values of the Madurese ethnicity and conventional learning models in increasing students' entrepreneurial interest in science subjects such as Social Knowledge at the JHS level in Bekasi City.

Discussion

The effectiveness test is a test that is applied to a product to determine the level of effectiveness of the product against the goals of product development. After testing its effectiveness, the RPC learning model based on the entrepreneurial values of the Madurese ethnic group proved to be quite effective in increasing students' entrepreneurial interest. This conclusion was drawn based on the results of the model effectiveness test conducted in two schools, namely JHS 2 Sukawangi, Bekasi Regency, and JHS 1 Bekasi City.

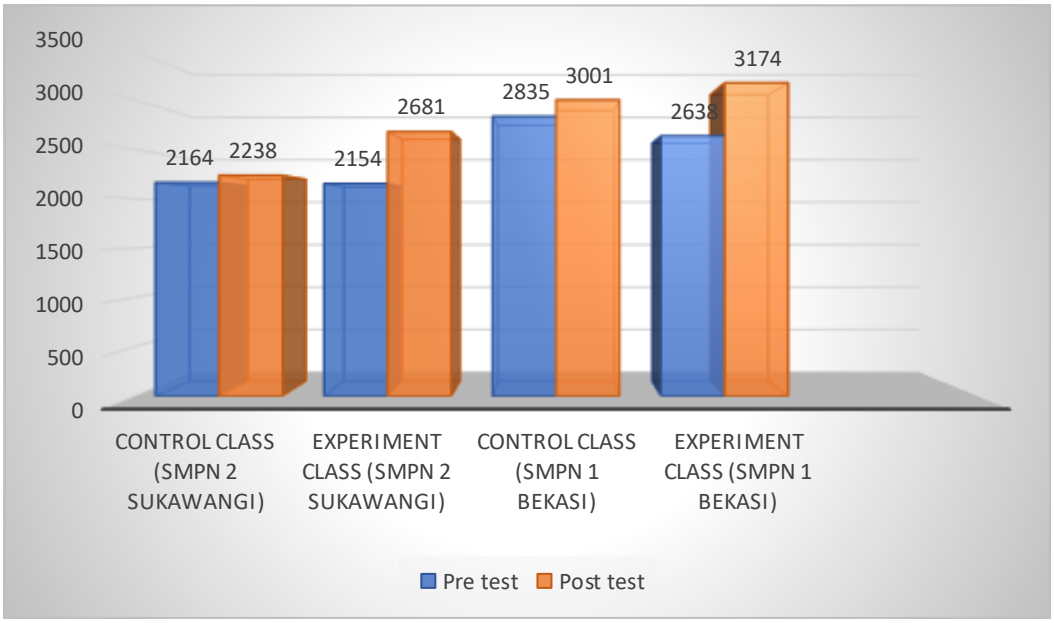

Figure 1. Comparison of effectiveness test.

Based on Figure 1, it can be seen that the difference in the increase in students' entrepreneurial interest can be seen from the results of a comparison between the class applied to the conventional learning model (control) and the class applied to the RPC learning model based on the entrepreneurial values of the Madurese ethnic group (experiment). Classes that apply the RPC learning model based on the entrepreneurial values of the Madurese ethnic group have a much higher increase in entrepreneurial interest than classes that apply conventional learning models (Utomo et al., 2023). The comparison of the two models was carried out on social sciences class IX subjects on creative economic development based on regional potential. Even though it is categorized as quite effective in increasing entrepreneurial interest, the Application of the RPC learning model in districts and cities shows the different characteristics of students. This difference can be seen in the ability of students to implement learning models in class. Regency area students have the same characteristics, namely, shyness or a lack of confidence, and tend to be passive when playing roles.

While the characteristics of students who live in urban areas are characterized by courage, high self-confidence, and good communication skills, After going through the researchers' observations, the differences in character displayed by students in villages and cities turned out to be caused by teacher habituation, especially when treating their students at school. Shy, passive, and reluctant to express characters are more because, during the learning process, the usual treatment given by the teacher to students is learning models that treat students as objects or conventional (Anabel & Simanjuntak, 2022; Baaqeel, 2020; Horasan-Doğan & Cephe, 2020; Kurian, 2023; Minh & Duong, 2023). Students are considered passive beings who are then only given the task of memorizing, taking notes, and working on questions without developing other potentials within them (Nurjannah et al., 2022; Rajendra, 2019). Meanwhile, creative teachers who treat their students with a variety of creative learning models can develop the various potentials that exist within them. This is very related because creative learning considers students subjects, not objects. Students are given the right to think, the right to argue, the right to imagine, and the right to express what is on their minds.

This humanist treatment then forms the character of students who appear confident, can think critically, and are active in learning. Nonetheless, overall, the RPC learning model, both in villages and cities, can be appropriately implemented and is quite effective in increasing students' entrepreneurial interest (Anlimachie & Avoada, 2020; Dwivedi & Joshi, 2020; Kukulska-Hulme et al., 2023).

Based on the results of discussions and interviews, the teachers thought that the RPC learning model based on entrepreneurial values was a creative learning model. This model also provides a new nuance in social studies learning; besides increasing entrepreneurial interest, it can also develop other potentials in students. This is in line with the concept of a creative learning model, namely a learning model that allows students to do various activities to develop skills, attitudes, and understanding of various sources (Arzak & Prahani, 2023; Fitriani et al., 2020; Jalinus et al., 2021; Supena et al., 2021; Uge et al., 2019). A creative learning model is a learning model that can help teachers in the learning process so that the learning outcomes of students expected by educators can increase. There are at least five dimensions of creative learning models, including imaginative, inquisitive, persistent, collaborative, and disciplined. The dimension of Imagination is an integral part of creativity. Imagination allows one to play with possibilities, make connections, and use intuition. The inquisitive/curiosity dimension allows one to fantasize and ask questions, then explore, investigate, and enjoy challenges. The persistence dimension represents uniqueness, the ability to endure difficulties, and tolerance. The collaborative dimension is a dimension that includes the ability to give and receive input, engage in appropriate cooperation, and share results. The fifth dimension is discipline, which includes critical evaluation, developing techniques, and self-development.

CONCLUSION

Fundamental findings: Based on the research and data analysis that has been carried out, in general, it can be concluded that the use of the RPC model based on Madurese ethnic entrepreneurial values is effective in increasing student entrepreneurship interest at the junior high school level. This is evidenced by the significant difference in initial and final test scores between students who use a learning model (RPC) based on Madurese entrepreneurial values and students who use conventional learning. **Implications:** The results of this research can be used as material for teachers in choosing to continue using conventional learning models or switching to creative learning models in teaching social studies material, especially in increasing entrepreneurial interest. This is important because if teachers do not change their learning models, no changes will occur in students, especially their interest in entrepreneurship. However, if teachers are aware and willing to change their learning model to a creative learning model, then the impact on students will be very positive. **Limitations:** The effectiveness of the RPC learning model for students' entrepreneurial interests still needs to be improved. This research was only conducted in certain areas, namely Bekasi City and Regency. The Application of this learning model also really depends on the condition of the student's character. For passive students, this model needs to be revised to apply well. **Future research:** Further research is needed to discuss the suitability of the theory, research subjects, and its implementation in schools. Research products in the form of card media, scenario text, and the syntax of the RPC learning model based on Madurese Ethnic Entrepreneurship Values can be further

developed as a way to design creative learning models in other materials or even subjects.

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