

Role-Playing Cards Learning Models Based on Madura Ethnic Entrepreneurship Values to Increasing Students' Interest in Entrepreneurship

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ABSTRAK

Penelitian didasari oleh keprihatinan akan pembelajaran IPS yang monoton dan rendahnya minat berwirausaha di kalangan siswa. Penelitian ini bertujuan untuk mengembangkan konsep model pembelajaran RPC berbasis nilai-nilai kewirausahaan suku Madura, kemudian mengukur hasil uji coba model tersebut dan tingkat keefektifannya dalam meningkatkan minat berwirausaha siswa. Jenis penelitian ini yaitu pengembangan dengan menggunakan model ADDIE. Lima tahapan tersebut meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Subyek penelitian dalam tiga kali uji coba dilakukan di 10 sekolah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, angket, lembar validasi, dan studi dokumentasi. Sedangkan teknik analisis data dilakukan dengan uji kepraktisan, uji N-Gain. Hasil penelitian menunjukkan bahwa model pembelajaran RPC berbasis nilai kewirausahaan suku Madura dioperasionalkan melalui lima langkah pembelajaran berbantuan kartu media (kartu soal dan kartu solusi) dan teks skenario. Hasil uji coba terbatas menyimpulkan bahwa 65% model pembelajaran cukup praktis untuk digunakan dalam pembelajaran IPS. Selanjutnya hasil uji coba ekstensif menunjukkan bahwa tidak ada kendala yang berarti, hanya saran penambahan waktu selama kegiatan diskusi siswa. Keefektifan model pembelajaran dengan menghitung skor pretest dan posttest menghasilkan kesimpulan bahwa tingkat keefektifan dikategorikan cukup efektif dalam meningkatkan minat berwirausaha siswa.

ABSTRACT

The research concerns the monotony of social studies learning and the low interest in entrepreneurship among students. This study aims to develop an RPC learning model based on the entrepreneurial values of the Madurese and then measure the results of testing the model and its effectiveness in increasing students' interest in entrepreneurship. This type of research is developed using the ADDIE model. The five stages include analysis, design, development, implementation, and evaluation. The research subjects in three trials were conducted in 10 schools. Data collection techniques were collected through observation, interviews, questionnaires, validation sheets, and documentation studies. At the same time, the practicality test carried out the data analysis technique, the N-Gain test. The results showed that the RPC learning model based on the entrepreneurial values of the Madurese was operationalized through five learning steps assisted by media cards (question cards and solution cards) and scenario texts. The results of limited trials concluded that 65% of the learning models were practical enough to be used in social studies learning. Furthermore, the results of extensive trials showed no significant obstacles, only suggestions for adding time during student discussion activities. The effectiveness of the learning model by calculating the pretest and posttest scores resulted in the conclusion that the level of effectiveness was categorized as quite effective in increasing students' interest in entrepreneurship.

1. INTRODUCTION

One of the crucial facts that have caused China to become a new economic giant in the industrialized world is the increase in entrepreneurial activity. Entrepreneurship is an important issue in the economy of a nation (Kirkley, 2017; Liguori et al., 2019; White et al., 2022). The progress or decline of a nation's economy can be determined by the existence and role of the entrepreneur group (Budiarto et al., 2021; Finn, 2020; Hayati & Arifah, 2021; Stadler & Smith, 2017). Therefore an effort is needed to increase interest in entrepreneurship so that entrepreneurship in Indonesia thrives to drive the pace of the nation's economy (Bican & Brem, 2020; Stadler & Smith, 2017). Entrepreneurial interest indicates a person's liking or interest in entrepreneurship. Interest is a tendency to pay attention to and like some things or activities, especially certain things. Entrepreneurial interest is a tendency to be interested or like in carrying out an entrepreneurial activity and this is not innate but can be influenced by several factors (Hendrawanac et al., 2017; Sa'adah & Mahmud, 2019; Wahyuningsih, 2020). Kartz and Gartner explain that entrepreneurial intention or interest in becoming an entrepreneur can be interpreted as a process of finding information that can be used to achieve the goal of forming a business (Aidha, 2016). Interest in entrepreneurship is very important to study given the low interest in entrepreneurship in society (Aidha, 2016; Handayani et al., 2020). This can be seen from the large number of school and tertiary graduates who depend on employment instead of trying to create jobs.

The low interest in entrepreneurship by researchers is caused by various factors. The low interest in entrepreneurship for vocational students is caused by three factors, namely personality factors, family factors, and environmental factors (Ika, 2018; Ruswati, 2018). Low self-esteem and lack of social interaction and communication with others are personality factors. Meanwhile, family factors include the lack of support from parents in fostering an interest in entrepreneurship. This is also related to environmental factors that have a significant influence on the growth of interest in entrepreneurship. In other studies, interest in entrepreneurship is also influenced by motivation, self-esteem, creativity, and the courage to take risks (risk takers). Almost all of these factors have a significant influence, although one of them is the most dominant (Ruswati, 2018). The low interest in entrepreneurship then has a serious impact on the economic condition of a country (Suyati & Rozikin, 2021; Wahyuningsih, 2020). These impacts are interrelated like a domino effect. Entrepreneurial interest is the forerunner to the birth of entrepreneurs in a country, the smaller the community's interest in entrepreneurial activities, the fewer the number of entrepreneurs that will be created. Secretary to the Minister of Cooperatives and SMEs Prof.DR. Rully Indrawan said that currently the number of Indonesian entrepreneurs only reached 3.5 percent of the total population. This ratio is still lower than other countries such as Malaysia 5 percent, China 10 percent, Singapore 7 percent, Japan 11 percent and the United States 12 percent. According to the US News and World Report in the 2019 Best Countries, Indonesia and the Philippines ranked second lowest in the entrepreneurial dimension in 2018.

Another thing that has become a threat due to the minimum number of entrepreneurs who play a role in creating jobs is the increasing number of unemployed (Bischoff et al., 2018; Indra et al., 2019; Suyati & Rozikin, 2021). Theoretically, unemployment occurs due to an imbalance in the labor market, where the supply of labor is higher than the demand (Bianchi et al., 2023; Sadikova et al., 2017; Wang & Li, 2021). The high unemployment rate in a country continues to increase the poverty rate. The development of the poverty rate can be analyzed through analysis of the poverty rate trend. One of the indicators used in poverty analysis is the poverty line (GK). In the period March 2019-March 2020, the poverty line increased from IDR 425,250.00 to IDR 454,652.00 per capita per month or by 6.91 percent. The same situation occurred in urban and rural areas, which increased by 6.73 percent and 7.14 percent respectively (Taufik, 2015). The increase in the number of unemployed followed by an increase in the number of poverty is a small part of the bad effects that occur when the number of entrepreneurs in a country is getting smaller (Baketa, 2014; Blau et al., 2013). As emphasized in the previous section, the low number of entrepreneurs starts from the low interest in entrepreneurship owned by individuals, especially students. This is of course a rebuke as well as evaluation material for the world of education as an institution that is obliged to provide expertise to its citizens.

In a more in-depth study, efforts to increase interest in entrepreneurship can be done through a constructivist approach. According to constructivism theory, knowledge is the result of construction carried out by humans (Duane & Satre, 2014; Saad & Zainudin, 2022). Knowledge cannot simply be passed from one person to another, but the person who receives the knowledge must first process and interpret it for himself (Agustiana et al., 2018; Sotero et al., 2020). Likewise, with the learning process in schools, students cannot simply receive knowledge from the teacher directly because learning is not something that is done to students but requires the activeness of students to build their knowledge by combining new knowledge and skills with new knowledge and skills. previously owned (Mulyati, 2016). Interest in entrepreneurship can also be grown through a series of experiential processes that are received by

students through the process of learning together in solving a problem (Rohman et al., 2019; Suyati & Rozikin, 2021). The results of interaction between students will eventually form their knowledge. This is following the principles of constructivism, students build their understanding both personally and socially, knowledge cannot be transferred from teacher to student, except with the students' activeness to reason, students active continuously, so that there is a change in concept towards a concept that is more detailed, complete and by scientific concepts, and the teacher helps provide facilities and situations so that the students' construction process runs smoothly.

Some of the results of research conducted by other authors regarding the entrepreneurial values of the Madurese focus on what values are contained in businesses run by Madurese. The research looks at the characteristics of the Madurese people who are identical in several attitudes and work ethics. Unlike the research I did. This research seeks to develop a work-based learning model, namely the role-playing model based on the entrepreneurial values of the Madurese ethnicity using cards (Role Playing Cards). This model has advantages because it involves all students to be able to participate and have the opportunity to advance their ability to work together. In this study, the authors developed a role-playing model using card media that had been managed according to the expected learning targets and objectives. Therefore, the authors gave this model the name Role Playing Cards (RPC) or role-playing cards. This study aims to develop an RPC learning model based on the entrepreneurial values of the Madurese and then measure the results of testing the model and its effectiveness in increasing students' interest in entrepreneurship.

2. METHOD

This study uses the ADDIE model development method. ADDIE stands for Analysis, Design, Development or Production, Implementation, and Evaluation. In the ADDIE development model, five stages are interrelated and systematically structured. The five stages include analysis, design, development, implementation, and evaluation. The research location for the development of the IPS Role Playing Cards (RPC) learning model based on the entrepreneurial values of the Madurese ethnicity was carried out in State Junior High Schools (SMPN) which are in two regional categories namely, the City area and Bekasi Regency. Overall the research subjects in three trials were conducted in 10 schools. The model class chosen is by the research objectives (purposive sampling) which is the sample for the learning model trial developed by the researcher. Research Subjects showed in Table 1.

Table 1. Research Subjects

No.	Name of School	Experimen Class	Control Class	Total Students	Information
1	Junior High School 5 Bekasi City	37	37	74	Limited Trial
2	Junior High School 21 Bekasi City	39	42	81	Limited Trial
3	Junior High School 1 Babelan Bekasi District	35	36	71	Limited Trial
4	Junior High School 2 Cabangbungin Bekasi District	27	26	53	Wide Trial
5	Junior High School 46 Bekasi City	28	32	60	Wide Trial
6	Junior High School 3 Bekasi City	40	40	80	Wide Trial
7	Junior High School 2 Muara Gembong Bekasi District	23	19	42	Wide Trial
8	Junior High School 1 Cikarang Barat	37	38	75	Wide Trial
9	Junior High School 1 Bekasi City	37	38	75	Effectiveness Test
10	Junior High School 2 Sukawangi	29	27	56	Effectiveness Test
Total		332	335	667 Students	

Data collection techniques were carried out through observation, interviews, questionnaires, validation sheets, and documentation studies. While the data analysis technique is done by practicality test, N-Gain test. The standard criteria for the validity of an instrument item in this study are based on the empirical criteria of several sources which agree that an item is valid if r is greater than 0,2. then measuring the reliability of the instrument in this study using the internal consistency approach

(Cronbach's Alpha Coefficient) which is based on data from once imposition of one form of instrument on a group of subjects. The instrument grid is presented in Table 2, and Table 3.

Table 2. Practicality Test Instrument Grid

No.	Aspect	Indicator	Item Number	Total
1	Interactive	- The learning model creates active interaction between students - The learning model builds communication between students	3, 17, 18	3
2	Creative	- The learning model is able to produce something new - The learning model is able to develop students' potential	8, 13, 15, 16, 20	5
3	Efficient	- The learning model provides convenience in learning - The learning model has practical value	5, 6, 10, 11, 19	5
4	Effective	- The learning model has attractiveness - The learning model has a significant impact on teachers and students	1, 2, 4, 7, 9, 12, 14	7
Total				20

Table 3. Effectiveness Test Instrument Grids

No.	Aspect	Indicator	Item Number	Total
1	Attitude toward entrepreneurship	Attitude refers to the extent to which a person has an assessment (positive/negative) of entrepreneurial activity	1, 2, 3	3
2	Perceived Desirability	One's feelings in experiencing attraction to entrepreneurial behavior	4, 5	2
3	Subjective norm	A person's social situation/environment that supports and rewards entrepreneurial activity	6, 7, 8, 9, 10	5
4	Perceived behavioral control	A person's self-confidence in his ability to perform certain tasks (entrepreneurship)	11, 12, 13	3
5	Perceived feasibility	The level of one's confidence to succeed in carrying out entrepreneurial activities	14, 15	2
6	Propensity to act	Individual perceptions or views of self-determination abilities. Or the ability to perform an action on a thing	16, 17, 18, 19, 20	5
Total				20

(Ajzen, 1991)

3. RESULT AND DISCUSSION

Result

The Concept of IPS Role Playing Cards (RPC) Learning Model Based on Madura Ethnic Entrepreneurial Values. The concept of the IPS Role Playing Cards (RPC) learning model based on the entrepreneurial values of the Madurese Ethnic in this section will be explained through three stages, first Analysis, Design, and Development. Based on the results of observations and interviews conducted by researchers in 10 schools included in the City and District of Bekasi. There are differences in the criteria for the problems faced by schools in the Bekasi City and Bekasi District areas. Schools in the Bekasi City area represent the criteria for schools in urban areas which when viewed from the aspect of completeness of facilities and infrastructure are much more complete, than the social environment aspects of students are close to modernization aspects. Whereas schools in the Bekasi Regency area represent schools that are still minimal in terms of completeness of facilities and infrastructure, environmental aspects of students who are closely related to the characteristics of 'village', and the insight of educators who lack variety in the presentation of a learning activity. To clarify the differences and similarities in social studies learning problems faced by schools in cities and districts in Table 4.

Table 4. The Differences and Similarities of Social Studies Learning Problems in SMP Negeri Kota and Bekasi Regency

No.	Aspects	Public Junior High Schools in the City	Public Junior High Schools in the District
1	Application of Learning Strategies, Methods and Models	It is more varied in its application, although in some schools it is still dominated by the lecture method.	Tends to be monotonous because it only uses the method of taking notes and memorization (especially schools in the village area)
2	Materials, Media and Learning Resources	The social studies material studied is relatively the same referring to the direction of the class IX social studies syllabus. Then complete learning media and resources are available.	The social studies material studied is relatively the same referring to the direction of the class IX social studies syllabus. Media and learning resources are still minimal/incomplete.
3	Completeness of Facilities, Facilities and Infrastructure	Complete and meet the needs of learners in the learning process	Incomplete, even in some schools (village schools) facilities, facilities and infrastructure are poorly maintained.
4	Educator Creativity in Organizing Social Studies Learning	Quite creative, this can be seen some applications of varied ways of learning (discussions, practices, <i>games</i>)	Lack of creativity, this can be seen from the lack of creation forms of social studies learning presentation (note, memorization), especially in remote village schools.
5	Number of Learners	Too much, so it is less conducive. One class has 43 students.	Too much, although in practice in schools in remote villages many students do not attend.
6	Duration of Social Studies Learning Time	It is fairly short to apply a learning model creation.	Shorter than the school in the city area. 1 hour lesson is only 30 minutes.(schools in remote villages)
7	Learning Process (Introduction, Core, Conclusion)	It takes place with a fairly good level of student activity, because in addition to being supported by critical student input, teachers also have a sense of learning creation. (young teachers)	Most of them take place in a passive learning atmosphere (especially schools in remote villages) because teachers are considered the only source of learning and students as objects.
8	Efforts to Increase Students' Entrepreneurial Interest	It tends to be minimal even though there are some activities that direct students to entrepreneurial activities such as making pre-works and bazaar activities but the intensity is low.	Low, because the material on creative economy and entrepreneurship is only explained in the form of verbal introduction of concepts.

The design of the IPS Role Playing Card (RPC) learning model based on the entrepreneurial values of the Madurese Ethnic, consists of explanations regarding the important aspects of the plan which include the philosophical basis of the RPC model, objectives and benefits, who are the users of the product, why is the product considered important, where location for product development and how the development process. The basic philosophy of the RPC learning model is constructivism which emphasizes that our knowledge is our formation, Glasersfeld (Komalasari, 2017). Glasersfeld asserts that knowledge is not an imitation of reality (reality). Knowledge is the result of cognitive construction through one's activities. According to a construction process requires several abilities including 1) the ability to remember and recall experiences, 2) the ability to compare, and make decisions (justification) regarding similarities and differences, and 3) the ability to prefer one experience over the other. The Role-Playing Cards (RPC) learning model based on the entrepreneurial values of the Madurese ethnicity, is a learning model that aims to provide understanding to students through imaginative and full-fledged role-playing processes, so that they can share the real experiences felt by entrepreneurs, especially ethnic Madurese in starting and building their businesses. The specific goal of developing the Role Playing Card (RPC) learning model in the context of this research is to increase students' interest in entrepreneurship.

The initial syntax of the RPC model was developed in 7 steps. These steps are inspired by the role-playing technique. Based on the steps of the role-playing technique, the researcher then developed it into a role-playing card model, namely a role-playing technique in which the way of playing is varied with the card media. The syntax of the role-playing card (RPC) model based on the entrepreneurial values of the Madurese ethnic group showed in Figure 1.

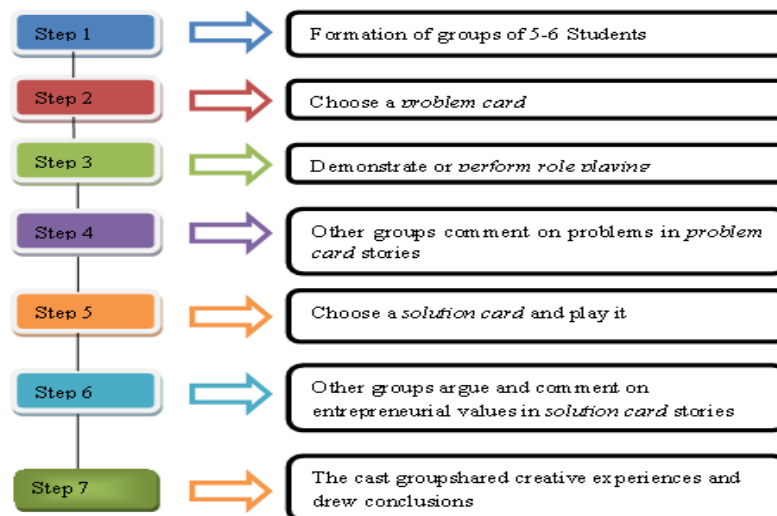


Figure 1. Initial Syntax Chart of Role Playing Cards (RPC) Learning Model Based on Madura Ethnic Entrepreneurial Values

After the learning model and learning tools have been validated by experts, then the RPC learning model based on the entrepreneurial values of the Madurese Ethnic will be tested at the implementation stage. The first stage is the limited trial stage, and the second stage is the wide trial stage. Based on the results of the two trial stages, the conclusion obtained was that there was a change in the syntax of the RPC learning model based on entrepreneurial values into five steps. these changes were made based on input and suggestions as well as revisions during the limited and wide trial stages. Revised Chart 2 Syntax of Role Playing Cards (RPC) Learning Model Based on Madura Ethnic Entrepreneurial Values showed in Figure 2.

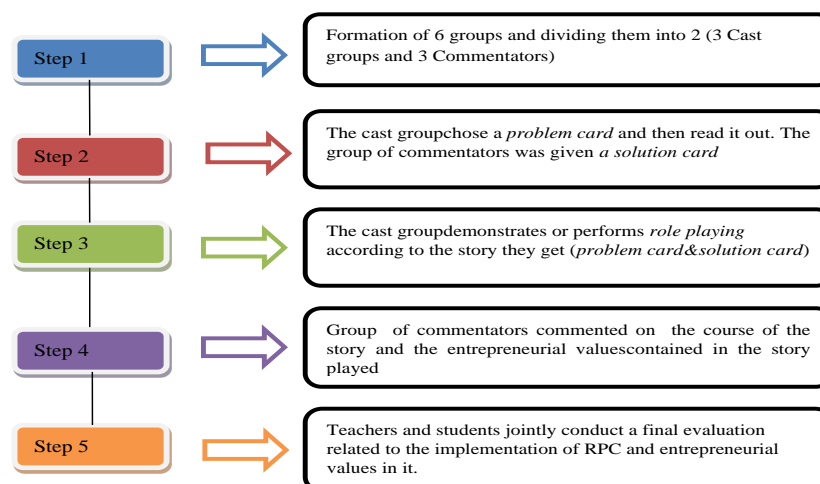


Figure 2. Revised Chart 2 Syntax of Role Playing Cards (RPC) Learning Model Based on Madura Ethnic Entrepreneurial Values

The effectiveness test at this stage was carried out in two public junior high schools (SMPN) located in Bekasi Regency and City. The selection of these two schools is expected to be able to represent the characteristics of schools and students who are in the Village and City areas. The results of testing the

effectiveness of the RPC learning model based on the values of Madura ethnic entrepreneurs showed in Table 5.

Table 5. Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
N_Gain Percent	Experimen	66	60.6772	16.44709	2.02450
	Control	65	16.0781	25.52884	3.16646

Based on the group statistics table above, it can be seen that the mean N-Gain percent value for the experimental class is 60.6772, or 60.7%. Based on the interpretation category table for the effectiveness of the N-gain value (%), it can be concluded that the use of the Role Playing Card (RPC) model based on the entrepreneurial values of the Madurese ethnic group in the experimental class is quite effective in increasing the entrepreneurial interest of junior high school students. Furthermore, in the table, it is also known that the mean N-Gain percent value for the control class is 16.0781, or 16%. So based on the category interpretation table of the effectiveness of the N-gain value (%), it can be concluded that the use of conventional learning models in the control class is not effective for increasing the entrepreneurial interest of junior high school students.

Discussion

The conceptual design of the IPS Role Playing Cards (RPC) learning model based on the entrepreneurial values of the Madurese Ethnic is based on several aspects including philosophical foundations, goals and benefits, learning model syntax, social systems, reaction principles, support systems, and learning impacts. Philosophically, the IPS Role Playing Cards (RPC) learning model based on the entrepreneurial values of the Madurese Ethnic is a form of development from contextual learning. Contextual learning is created based on the constructivist philosophy which emphasizes that knowledge is formed from oneself and not from others. For the adherents of constructivism, which are called constructivists, knowledge cannot be transformed from teacher to student (Pande & Bharathi, 2020; Suwannaphisit et al., 2021). However, students must translate for themselves what is taught according to their respective lives. In contextual learning, the teacher must be able to relate the material taught to students' real-world situations and encourage students to make connections between the knowledge they have and its application in everyday life (Siamy et al., 2018; Yerizon et al., 2020).

Contextual teaching enables learning in which students employ their academic understandings and abilities in a variety of in and out-of-school contexts to solve simulated or real-world problems, both alone and with others Pate (Hanik et al., 2018; Yudha et al., 2019). This basic philosophy eventually gave birth to a learning model which is part of work-based learning, namely role playing (Kusuma et al., 2021; Priatna & Setyarini, 2019; Yuliani, 2018). The condition of junior high school students is synonymous with puberty where both physical and psychological experience dynamic changes, so a learning model is needed that can compensate in the form of fun games. So apart from being a role-playing learning model, it is a psychological drug for students. The combination of cards in role-playing is a form of variation carried out by researchers so that the role-play is carried out in a spontaneous and random way. So the concept of model role-playing cards (RPC) was formed. The trial conducted in eight schools resulted in several changes or revisions to the RPC learning model based on Madurese ethnic entrepreneurial values. The initial syntax that originally consisted of seven steps was later revised to five steps. This is done so that the learning model can be optimally operationalized by teachers and students in the classroom. Below is an explanation of the final syntax of the role-playing card learning model based on the entrepreneurial values of maduranese ethnicity.

Step 1. The teacher instructs students to form 6 groups by counting 1-6 repeatedly and remembering the numbers they say. After that, the teacher instructs students to take turns saying the same number to gather and form groups. After 6 groups were formed the teacher explained that there would be 3 groups of actors and 3 groups of commentators. The cast groups that appear are taken from odd-even calendar dates on that day. One group consists of 6 people in which 5 students act as players and 1 person serves as the narrator who is in charge of directing the course of the story according to the scenario. Step 2. After forming 3 groups of actors and 3 groups of commentators. Representatives of the cast group were asked to take turns in front of the class taking problem cards, and scenario texts, and reading the titles of the stories they got. While walking, the partner commentator group is given a solution card as a guide later in explaining what entrepreneurial values are contained in the story being played. Furthermore, the 3 groups of actors were given 10 minutes to discuss the storyline and the characters to be played. Step 3. The cast groups that have finished discussing are offered to come forward to introduce

themselves and present a drama or role-play according to the title of the story they get, guided by a narrator from their team. Step 4. After the first group of actors finished showing the drama the title of the story to the end. Furthermore, the group of commentators who became partners was asked to comment on the course of the storyline and any entrepreneurial values contained in the story. Steps 3 and 4 must be done in turn for each group until all are finished. Step 5. The teacher assesses the performance of each group and determines which group is the best. After that, the teacher also explained the important role of an entrepreneur and did not forget to explain the values carried out by an entrepreneur.

One of the novelties of this research compared to previous studies is that in addition to developing a contextual learning model 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 the Madurese Ethnicity. The development of a learning model based on ethnic cultural values is in line with the function of national education as stipulated in the 2003 National Education System Law, namely developing capabilities and forming dignified national character and civilization in the context of educating the nation's life. This legal basis is then emphasized in Government Regulation Number 19/2005 concerning National Education Standards in article 17 paragraph 1 which explains that the curriculum at the elementary-high school level or other equivalent forms is developed in accordance with the educational unit, regional potential, socio-culture, and participants. These two legal bases clearly imply that the development of a learning model based on the nation's cultural values is capable of having a positive impact in the form of creating quality and character Indonesian human resources (Gunawan & Sulistyoningrum, 2016; Hardiansyah & Odi, 2020; Hutama, 2016). The IPS Role Playing Card (RPC) learning model based on the entrepreneurial values of the Madurese Ethnic is a learning model that specifically internalizes the entrepreneurial values shared by the Madurese people. These values are firmly embedded in the pattern of daily life of the Madurese people. Through these values which are then adopted within the framework of the learning model, students are expected to be inspired and motivated, especially in instilling an interest in entrepreneurship from an early age.

As a form of creative learning, the role-playing card (RPC) learning model based on the entrepreneurial values of the Madurese ethnic group aims to increase students' entrepreneurial interest. Entrepreneurial interest is a very important emotional aspect instilled in students (Osakede, 2017; Permana, 2018; Wesnita, 2019). This aspect must be instilled early on, because without entrepreneurial interest, there will be no entrepreneurial activity (Indra et al., 2019; Suwena, 2016). Entrepreneurial activities today are being actively developed in various countries (Evaliana, 2015; Hendrawanac et al., 2017). This is because a country's economic growth cannot develop if it only relies on one economic sector. Like the research written by Shah (role-playing card (RPC) learning model based on the entrepreneurial values of the Madurese ethnic group aims to increase students' entrepreneurial interest. Entrepreneurial interest is a very important emotional aspect instilled in students. This aspect must be instilled early on, because without entrepreneurial interest, there will be no entrepreneurial activity. Entrepreneurial activities today are being actively developed in various countries. This is because a country's economic growth cannot develop if it only relies on one economic sector. Other research expressed concern for the State of Oman, a country that economically only depends on its wealth of natural oil resources to support its economic resources (Shah, 2020). This worry becomes bigger if the younger generation in the future only depends on the oil industry sector, where the number of job opportunities is increasingly limited. Therefore, the State of Oman took the initiative to diversify its economic resources not only in the oil industry sector but also in the private sector or through entrepreneurship in other fields. This process of diversifying economic resources can be carried out through the role of entrepreneurship education, which is implemented in the educational curriculum.

The results of this study have implications both theoretically and empirically, especially for social studies learning. Theoretically, the results of this study provide knowledge to students about entrepreneurial values such as hard work, discipline, and creativity, which can then be applied in everyday life. In addition, this learning model also provides a conceptual understanding of the material for developing a creative economy based on regional potential. Empirically, the Role Playing Card (RPC) learning model based on the entrepreneurial values of the Madurese ethnic group clearly seeks to equip students with entrepreneurial values in which there are various positive values that will be useful later for the students themselves. In addition, this learning model can also be implemented by school teachers in teaching material related to economic concepts.

4. CONCLUSION

The results of research and development can be concluded that the development of the Role Playing Card (RPC) learning model based on Madura Ethnic Entrepreneurship Values through the ADDIE

procedure produces five learning model syntax. The syntax is inspired by the role play learning model which is then combined with card games and story scenarios. Through measuring the results of trials (limited & broad), the Role Playing Card (RPC) learning model based on the entrepreneurial values of the Madurese Ethnic was declared ready to be used as a social studies learning model for junior high school level because this model was quite effective in increasing students' entrepreneurial interest.

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