

The Effectiveness of Role Playing Games-Based Learning in Teaching History

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Abstrak

Penelitian ini bertujuan untuk menghasilkan produk dan menjelaskan efektivitas media pembelajaran berbasis *role playing game* untuk menerangkan peristiwa sejarah (Serangan Umum 1 Maret 1949) bagi siswa/i SMA/ sederajat. Penelitian menggunakan metode Riset and Development (R&D) yang menurut Prof. Sugiyono memiliki 10 tahap hingga produksi massal. Dalam prakteknya, *game* RPG untuk peristiwa sejarah Serangan Umum 1 Maret hanya sampai uji coba produk saja. Dalam proses uji efektivitas, sampel diperoleh dari siswa-siswi MAN 1 Surakarta. Hasil validasi ahli materi menghasilkan nilai rata-rata sebesar 93,0% yang membuktikan bahwa media pembelajaran tersebut efektif untuk mengajarkan materi sejarah serangan umum 1 Maret. Media pembelajaran berbasis *role playing game* dapat menjadi salah satu cara pemanfaatan teknologi dalam pendidikan yang efektif dan menyenangkan utamanya dalam menerangkan materi sejarah.

Kata kunci: media pembelajaran, *role playing game*, sejarah.

Abstract

This research aims to produce a product and explain the effectiveness of role-playing game-based learning media to explain historical events (the General Offensive of March 1) for high school students or their equivalents. The research uses the Research and Development (R&D) method, which, according to Prof. Sugiyono, consists of 10 stages up to mass production. In practice, the RPG game for the historical event of the General Offensive of March 1 only reached the product trial stage. In the effectiveness testing process, the sample was obtained from students of MAN 1 Surakarta. The results of the material expert validation produced an average score of 93.0%, proving that the learning media is effective for teaching the history of the General Offensive of March 1. Role-playing game-based learning media can be an effective and enjoyable way to utilize technology in education, especially in explaining historical material.

Keywords: learning media, *role playing game*, history.

INTRODUCTION

The subject of history is one of the subjects that is often a scourge among high school (SMA) students. This is because the process of conveying and learning history is often considered boring, monotonous and makes you sleepy. Evidence that history lessons are less popular can be seen from Ulanari's research which shows the results that 51% of students in one of the Solok Regency public high schools were not interested in

studying history. Meanwhile, a percentage of 77% of students were declared inactive in every history lesson (Pratiwi et al., 2021).

In fact, history is an important thing for every nation to read and study as a mirror of life to correct mistakes and raise enthusiasm to create a better future. In the Indonesian context, Soekarno's teaching not to abandon history will always be relevant as an invitation to fulfill independence and realize national

ideals. Therefore, important historical events are known and interpreted by every generation.

One of the historical events that Indonesia has is a massive attack in the city of Yogyakarta after several years of Indonesia's independence, precisely on March 1, 1949. This general attack became an important historical event, as a day of upholding state sovereignty as well as proving the existence of the Indonesian National Army, whose existence is doubtful in the eyes of the world because of Dutch propaganda which wants to re-colonize Indonesia (Sri Margana, dkk. 2022). Unfortunately, important events that the nation's future generations need to know about are often not conveyed well. One of the causes is students' low interest in history lessons.

The low level of student interest in learning history subjects is caused by several factors. Among them are because learning methods are unattractive, less innovative, and teachers who are considered less professional in teaching (Lintang Banun, 2018). The importance of history lessons for the younger generation must be realized by educators. History teachers will be better off if they are able to develop their innovative abilities to provide creative and fun learning methods. Apart from that, the teacher's ability to adapt to current developments and read opportunities to utilize technology in the world of education is an

added value for educators to develop the potential of students in a world where technology is easy (Marlina Aliyanti, 2003). A new innovation in learning history was expressed by Triana Wulandari who served as Director of History in 2018. According to her, learning history will be more interesting if educators involve visual media, theater or historical games (Lintang Banun, 2018).

The increasingly massive development of technology has created various kinds of games that are widely played by young people. One of the games that is much in demand by Indonesian people is role playing games (RPG) (Joni, 2018). However, the use of games is not without negative impacts. Games are something that children like but have an addictive nature (Syahran, 2015). This will certainly be dangerous if you are not able to utilize gaming media properly. This would be different if the love of games could be transferred to motivate students to be enthusiastic about learning by using this media. Unfortunately, with the widespread use of RPG games, these games have not been widely used in the world of education as educational games (Joni, 2018). With the various backgrounds that have been mentioned, a problem formulation emerges regarding the effectiveness of role playing game-based learning media in teaching historical material. Meanwhile, this paper aims to explain the process of creating an RPG

game for the historical event of the March 1 General Offensive and its effectiveness in teaching this historical material.

History Lessons: A Guide for Teachers. History is a subject that is generally mandatory for students and students in Indonesia. In the national context, history lessons have a strategic place as an intermediary for cultivating the spirit of love for the country, tolerance and the struggle for independence. Meanwhile, history learning for high school students/equivalents has the aim of instilling attitudes of nationalism, patriotism and a sense of pride in the glories of their predecessors in the past (Safitry, 2021). The most important thing in learning history in high school/equivalent is to provide students with a critical mindset regarding the reconstruction of the past for the good of the future.

High school/equivalent history subjects are taught continuously from class X to class XII. This is intended so that students are able to understand historical events chronologically. History lessons start with introducing the journey of human life from pre-literate to post-literate times in class X, studying the journey of the Indonesian nation to the peak of independence and defending the sovereignty of the country after independence in class XI. At this stage, students are expected to be able to

analyze the strategies and struggles of the Indonesian people in an effort to maintain independence from the threat of colonialists who came back after Indonesia announced its independence (Putra, 2020). At this stage, the material on the March 1 General Attack also needs to be introduced to students. This is to provide an overview and understanding of the efforts to maintain independence on a large scale on March 1 1949.

Game Based Learning Media. Learning media is an intermediary used by educators to convey learning material. It is hoped that the existence of learning media will make it easier for students to understand a concept or material that must be studied in school (Sri, 2018). In the book entitled Development of Interactive Multimedia Based Learning Media, there are several objectives for learning media. Among them is being able to provide different learning experiences for students. Apart from that, learning media is also expected to create memorable learning conditions for students (Sri, 2018). The many benefits of learning media need to be considered and developed by activists in the world of education.

As time and technology develop, learning media must be able to keep up with these developments. The emergence of learning media in the form of digital games is one of the efforts to utilize currently developing technology. Digital

games or games, which are becoming increasingly popular, must be maximized so that their benefits are not just for fun. But it can be a medium for understanding lessons for students (Sri, 2018). Apart from being modern, game-based learning media should be liked by students because it is linear with their world. Therefore, innovations in game-based learning media need to be reproduced and disseminated widely (Putri et al., 2023) This is one way to utilize technology for the world of education.

Role Playing Game (RPG) as a History Learning Media. Role Playing Game (RPG) is a type of game that is liked by many game users in Indonesia. In accordance with the meaning of the sentence, this game depicts players who act as one of the characters in a storyline (Wibawanto, 2020). In this game, there is a mission for the player to complete, which contains character development, level, ability and experience.

The main key in RPG games is the game theme. Someone who wants to play the game must understand the war they are playing. The ability to understand this theme will help players to raise their character and level, find and solve problems, or in other words win the game (Wibawanto, 2020). In this game there are several features that support the game. Among them are the player character, game map, missions, supporting characters, and battle system or battle

mode. The game will be more interesting if missions and fun facts are inserted into the storyline that will support the progress of the story.

Role Playing Games as a medium for learning history are one way of using technology for education. In this paper, the RPG will tell the story line of the March 1 General Attack packaged in a game. The player characters in the game are taken from the figures involved in the general attack. Among them are Sri Sultan Hamengkubuwono IX, General Soedirman, Colonel Soeharto, Ir. Soekarno, and so on (Erma Eliyani, Rizka Hanifah Febriana, Ilham Aryasona & Firmansyach, 2022) The mission of the game is that the main character must defeat the Dutch soldiers who have returned to Indonesia. The game's plot begins with the events of the Dutch Military Aggression II until the end of the general attack on March 1, 1949 (Pratama, 2023) It is hoped that this game will be able to help students understand the history of the March 1 General Attack and its benefits for the Indonesian state at the beginning of its independence.

METHODS

The method used in this paper uses research and development methods or what is popularly known as Research and Development (R&D). This method is used to produce a product and test its effectiveness (Sugiyono, 2015). Before producing a learning media product that

can be mass produced, researchers must analyze the potential and existing problems, and create a product design first. In his book, Prof. Sugiyono explained the research steps using the R&D method including; potential and problem analysis, data collection, product design, design validation, design revision, product testing, product revision, usage testing, product revision, and finally mass production. However, in this paper, the research only reaches the product testing stage.

In analyzing the potential and problems, the author saw that student and female students' interest in history lessons was observed to be low. For example, students at MTs Raudlatul Ulum find it difficult to understand the context of historical events because there is too much material, as well as the monotonous learning method of reading textbooks and listening to explanations from teachers (Elya Tri Nuraeni, Yerry Soepriyanto, 2020). This is one of the problems experienced by educators. Therefore, there is a need for strategies to increase students' interest in history subjects in an interesting way. Meanwhile, students' tendencies to play technology in the form of games also need to be considered so that they do not get trapped in negative addictions. There needs to be an effort to utilize technology wisely, especially in the field of education.

After analyzing potential and problems, the next step is to collect data. The data we obtained came from previous research regarding RPG game models which will later be used as a basis for learning media. The RPG model was chosen because it has many advantages, including an attractive design, control rests with the player, and there are various features that can be used (Rianto, 2020) It is widely used in Indonesia, but has not been utilized well in the world of education (Joni, 2018). Apart from material about the game, the author also prepared material related to the History of the March 1 General Offensive which will later be used as the game's storyline. Next is the product design stage. Product design is done by making a written game design which is then put into RPG Maker (José & Sebastian, 2018) After the design is complete, the design is validated by experts/lecturers as well as experts. The validation results show that there are several revisions, mainly in sharpening the characters, as well as the levels in the game. After the game was created, the game testing phase was carried out in one of the MAN 1 Surakarta classes as a research sample.

RESULTS AND DISCUSSION

The main point of this research is to create game-based learning products, and test their effectiveness. In designing the product until it is used, the author uses

the R&D method mentioned previously. After analyzing problems and potential, and collecting data, the most important step is designing the design (Latif et al., 2021). At this stage, there are two things that need to be considered. First, a way is needed to compile the research instruments that will be carried out. Among them is historical material which will later be used as a game scenario, respondents who are in fact students of class XI high school/equivalent, as well as pre and post test questions to test the effectiveness of the game. After the first step has been completed, the next step is to create the game scenario itself. The scenario consists of a prologue, dialogue, setting, and several other instruments in the game.



Picture 1. Design Stage



Picture 2. Preparation of Product Design

The product design was prepared by creating in-game characters, place settings, and various supporting

instruments that depict the historical events of the March 1st General Strike. The design is adjusted to the points from the historical material that students must receive based on this event. After the learning product has been prepared and through expert validation, a learning game is created that can be played (Saputra, n.d.). Following are the steps to play the game.

1. Download the game application in the following link http://bit.ly//GameMaret01_
2. Install the game application on your device.
3. Wait until the game is installed completely.
4. After the game application is installed, open the game icon and the following image will appear.
5. Click new game to start the game from the beginning or continue to continue the previous game (if you have already played).
6. Read the instructions or narrative in the game carefully. The narrative contains some information regarding the history of the March 1 General Offensive.
7. After reading the narrative, click on the screen and you will be taken to the next story. Do this until the end, pay close attention because there are several quizzes that we include in the narrative.

8. Complete the missions in the game to the end.
9. Teachers or instructors are expected to be able to create and provide post test questions on the historical material presented in the game, to test students' understanding of the historical material on the March 1 General Attack.

Once the game is ready to use, the next stage is product testing which is carried out in one of the classes at MAN 1 Surakarta. Before carrying out the trial, students are asked to take a pre-test to test their understanding of the material. After practice, students are then asked to fill out the questionnaire and post test that has been provided.



Picture 3. Product trial at MAN 1 Surakarta

The questionnaire contains several questions related to students' feelings in using learning products. This data is obtained from the feasibility values as follows.

Table 2. Feasibility Score

Category	Score
Strongly agree	5
Agree	4
Don't agree	3
Don't agree	2

Strongly disagree	1
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Furthermore, the results of the students' pre and post test scores are as follows.

Table 2. Pre and Post Values

	Jml	Min	Max	Mean
Value Pre Test	27	2	7	5.33
Value Post Test	27	7	10	9.30

Sources: Output SPSS 2023

The results of the game trial produced two values, namely pre and post tests. The result is that students' and female students' understanding of the history of the March 1 General Attack before playing Role Playing Game-based learning games tends to be low. From the results of the pre-test that was carried out, an average class score of 5.33 was obtained. This means that the ability of class XI MAN 1 Surakarta students to understand the history of the March 1 General Attack has a percentage of 53.3%.

Meanwhile, positive results can be seen from the students' understanding of the history of the March 1 General Attack after playing the Role Playing Game marching learning game which tends to increase. This was obtained through the results of post tests carried out by the students. The results show that the average of the post tests that have been completed has increased to 9.30. This means that the ability of class XI MAN 1 Surakarta students in understanding the

history of the March 1 General Attack has a percentage of 93.0%.

Based on the pre and post test scores taken by students and students of class XI MAN 1 Surakarta, there was an increase from 5.33 to 9.30 with an increase of 3.97. Thus, the use of Role Playing Game (RPG) based learning media in the History of the March 1 General Attack material for class XI SMA/equivalent has proven to be effective. Good results were also obtained from the game feasibility questionnaire which showed that the majority of respondents agreed and even strongly agreed that the game was suitable as a history learning medium for class XI.

Based on the data shown by the feasibility table as well as the pre and post test scores, it shows that the game is indeed feasible and effective as a learning medium. However, an evaluation needs to be carried out for the good of the game. Researchers need to make games simpler so they are easy to use. (Wahyudhi, n.d.) To make the game more interesting, it is also necessary to add items and clarify the characters. However, the trial that was carried out on class XI students at MAN 1 Surakarta can be said to have been successful. The hope is that games like this can be used as an alternative to other historical learning media.

CONCLUSION

History subjects are often considered boring by high school students, which causes their interest and participation to be low. However, history is very important to study as a reflection of life and to raise the spirit of nationalism. (Novayani, 2022) Teaching methods that are less interesting and innovative and teachers who are less professional are the main factors in the low interest in learning history. To overcome this problem, research was conducted to develop Role Playing Game (RPG) based learning media in teaching the historical events of the March 1 General Attack. The research results show that the use of RPG significantly increases students' understanding of historical material. The students' average score on the pre-test was 5.33 (53.3%), while on the post-test it increased to 9.30 (93.0%).

In addition, responses from the feasibility questionnaire showed that the majority of students agreed that the game was suitable for use as a history learning medium. Nonetheless, further evaluation is needed to make the game simpler, add items, and clarify characters to make it more interesting and easier to use Overall, the use of RPG as a history learning medium has proven to be effective and is expected to be an interesting and innovative alternative in teaching historical material to students.

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