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THE INFLUENCE OF SIMULATION MODEL ASSISTED BY FILM MEDIA ON THE ABILITY TO DEMONSTRATE DRAMA SCRIPTS OF GRADE XI STUDENTS AT SMA SWASTA PELITA PEMATANGSIANTAR

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ABSTRACT

This study aims to examine the influence of a simulation learning model assisted by film media on the ability of Grade XI students at SMA Swasta Pelita Pematangsiantar to demonstrate drama scripts. The background of this research lies in the low level of student participation and skills in performing drama scripts, which is attributed to a lack of interest, inadequate training, and the use of inappropriate learning models. This research employs a quantitative approach using a quasi-experimental method with a pre-test and post-test design applied to two groups: an experimental group and a control group. The research instrument consists of essay tests, which were analyzed using normality tests, homogeneity tests, and paired sample t-tests through the SPSS application. The results show that the data are normally distributed and homogeneous, and there is a significant difference between the pre-test and post-test mean scores in the experimental group (from 66.93 to 82.80) compared to the control group (from 49.86 to 76.89). These findings indicate that the implementation of the simulation model assisted by film media is effective in improving students' ability to perform drama scripts. Therefore, this model can be recommended as an alternative learning strategy to enhance students' speaking skills and literary appreciation in an active, creative, and contextual manner.

Keywords *Project-Based Learning; Living Book; Fable Stories; Simulation Model; Film Media; Drama Script; Speaking Skills.*

1. INTRODUCTION

Education is the fundamental foundation for shaping individual character and competencies (Martini, 2018; Latifah, 2020). In the educational process, teaching and learning activities serve as the main space of interaction between students and

teachers to develop understanding and skills relevant to both social and academic life (Hanapi et al., 2025; Syifaurrahmah et al., 2025). At the senior high school level, Indonesian language learning not only emphasizes cognitive aspects but also focuses on the development of language skills, one of which is speaking ability through activities such as demonstrating drama scripts (Yulisetiani, 2022; Cahyono et al., 2024). Unfortunately, in practice, the material on performing drama is often taken lightly by students, resulting in poor performance during class demonstrations. Many students show indifferent and unenthusiastic attitudes, leading to performances that appear unprepared and lack attention to technique and expression both of which are essential components of theatrical performance. This situation highlights a serious challenge in cultivating students' interest and speaking skills through drama learning, especially when the teaching approach fails to stimulate active student participation.

Drama, as a form of literary work, has a dual function: it serves as an artistic expression and as an educational medium for character building and enhancing communication skills. Agustina et al. (2022) state that drama reflects human life through movement and dialogue, making it an effective medium to develop students' social sensitivity and verbal expression. However, the low average student scores in drama performance material indicate that the learning objectives have not been optimally achieved. Contributing factors include students' lack of interest, inadequate intensive training, and inappropriate selection of teaching models by teachers. According to Amanah et al. (2023), a learning model is a conceptual framework that guides teachers in designing learning stages to meet instructional goals. This aligns with Trianto (2021), who explains that a learning model is a planning pattern that serves as a guide for implementing classroom learning activities. Therefore, it is essential for teachers to adopt instructional approaches that enhance student engagement and encourage active participation in drama learning.

This study aims to explore the effectiveness of a simulation-based learning model assisted by film media in improving the ability of Grade XI students at SMA Swasta Pelita Pematangsiantar to perform drama scripts. The choice of a simulation model is based on its characteristic ability to replicate real-life situations and allow students to actively engage in learning scenarios that resemble reality. Film media was selected as an instructional aid due to its capacity to deliver visual messages in an engaging and contextual manner, enabling students to grasp dramatic performance techniques more concretely. Through the application of this model, students are expected to improve their expressive speaking skills, understand dramatic structure, and develop greater artistic awareness when performing in front of the class. This study is expected to offer an innovative solution to the issue of low speaking proficiency among students in drama script demonstration.

The use of a simulation learning model assisted by film media is an appropriate strategy to address the challenges of drama instruction, which has long been less favored by students (Mukhlis & Sopari, 2021). The simulation model enables students to experience the learning process in settings that resemble reality, while film media provides direct visualization of how a performance should be conducted. Amri and Isnaini (2022) explain that simulation creates realistic imitation situations in the learning process, allowing students not only to understand the material conceptually but also to apply it in practice. Furthermore, Agustina (2022) emphasizes that film media in drama instruction enhances student interest in the material, increases comprehension, and stimulates their creativity in expression. With this approach, learning becomes more interactive, enjoyable, and meaningful ultimately contributing positively to the achievement of learning objectives and the reinforcement of students' character through the art of performance.

The Essence of the Simulation Model

The simulation learning model is a representation of a real-world system or process created for specific purposes such as learning, problem-solving, and others. The simulation learning model can also be defined as an imitation of a particular system that possesses similar characteristics to the actual system. Simulation models can be used to understand systems and to test theories and hypotheses. In the learning context, simulation models can serve as one of the teaching methods that involve pretend or role-play activities.

The simulation learning model is a type of training method designed to enhance students' learning abilities, particularly in cognitive, physical, and technical aspects of learning (Mukarimah, 2014). In line with this view, the simulation learning model aims to provide students with a clearer picture of the conditions or situations related to the lesson content compared to conventional learning that is merely explained by the teacher (Ramadhani, 2023). Based on the aforementioned opinions, it can be concluded that a simulation model is a learning model that involves efforts to duplicate or portray the characteristics, appearance, and behavior of a real system whether it be a physical or abstract system.

Phases of the Simulation Model

Every learning model consists of specific phases, and this also applies to the simulation learning model. Joyce et al. (as cited in Anwar et al., 2020) state that the simulation learning model comprises four phases: Phase One (Orientation), Phase Two (Training Process), Phase Three (Simulation Activity), and Phase Four (Debriefing). These phases can be described as follows:

1. **Phase One: Orientation** The orientation phase is a crucial initial stage in simulation learning, which includes:

a. Presenting the simulation topic and the concepts to be incorporated into the simulation activity.
b. Explaining the rules and mechanics of the simulation or game.
c. Providing a general overview of the simulation process

The functions of this phase are to:

a. Ensure that participants have a clear understanding of the goals and context of the simulation.
b. Enhance participants' motivation to engage actively in the simulation process.
c. Prepare participants for the roles and tasks they will undertake.
d. Prevent misunderstandings or errors during the simulation

2. **Phase Two:** Training Process After completing the orientation phase, the next stage is the training process, which involves:
   a. Creating a scenario that includes the following elements: rules, roles, procedures, decisions to be made, and objectives.
   b. Assigning roles to participants.
   c. Conducting a short training or practice session.
3. **Phase Three: Simulation Activity**
   The third phase involves the actual implementation of the simulation, which includes:
   a. Carrying out the simulation in accordance with the predetermined rules.
   b. Receiving feedback and evaluating performance.
   c. Correcting any actions or interpretations that are inconsistent with the intended concept
   d. Continuing the simulation process as needed
4. **Phase Four: Debriefing**
   The final phase is the debriefing, which consists of:
   a. Providing a summary of participants' perceptions and events that occurred during the simulation
   b. Presenting a summary of the difficulties encountered and knowledge gained by the participants
   c. Analyzing the simulation process
   d. Comparing the simulation activities with real-world situations
   e. Explaining the relationship between the simulation and the subject matter
   f. Assessing and redesigning the simulation for future improvement

Strengths and Weaknesses of the Simulation Model

The simulation model has various strengths and weaknesses. Hasbullah (2021:161) states that there are several advantages and disadvantages in using simulation as a teaching method, as follows:

1) Advantages of the Simulation Learning Model:

a. Simulation can serve as preparation for students in facing real-life situations in the future, whether in family life, society, or the workplace.
b. Simulation can foster students' creativity.
c. Simulation can cultivate students' courage and self-confidence.
d. It enriches students' knowledge, attitudes, and skills needed to face various problematic social situations.
e. Simulation can increase students' enthusiasm in the learning process.

2) Disadvantages of the Simulation Learning Model:

a. The experiences gained through simulation do not always accurately reflect real-life conditions.
b. Poor management may result in simulations becoming merely a form of entertainment, thereby neglecting the actual learning objectives.
c. Psychological factors such as shyness and fear often affect students' performance during simulations.

The Nature of Film Media

Film media refers to a medium that uses moving images (video) and sound to convey messages to the audience. It is a form of visual and audio communication that utilizes film (motion pictures) to deliver messages. Apriliyani (2021:192) defines film as a series of moving images that form a story, also known as a movie or video. In line with this view, Budhiharti (2022:113) states that film is a dominant audiovisual medium in mass communication that has emerged as a medium of entertainment, education, and information.

Based on the opinions of the experts above, it can be concluded that film can be considered a text because it possesses structure, interconnected elements, and the ability to convey messages and meaning. This understanding allows us to analyze films similarly to how we analyze other literary works, by examining elements such as plot, characters, setting, dialogue, and symbolism.

The Nature of Drama Scripts

A drama script is a text written in the form of dialogue. According to Handayani (2021:9), drama is a form of composition based on two branches of art literary art and performing art thus drama is divided into two forms: written text and stage performance. In agreement with this, Devi (2020:34) describes drama as a portrayal of life through dialogue and scenes based on a pre-written script before being performed. Furthermore, Surastina (2020:116) explains that drama is a type of literary work created to depict life and human character through acting and dialogue, which is then staged. Drama is a genre of literary work in the form of conversation. Based on the above perspectives, it can be concluded that drama is a script written in dialogue form, containing a story that portrays the lives, characters, and actions of its figures.

2. RESEARCH METHOD

This study employs a quantitative approach using the experimental method. According to Sugiyono (2019:17), a quantitative approach is defined as a research method used to examine specific populations or samples, where data collection involves research instruments, and the data analysis is quantitative/statistical in nature, with the aim of testing predetermined hypotheses.

A method is a way used to achieve research objectives. Sugiyono (2020) also states that experimental research is a research strategy based on experimentation that applies a quantitative approach to identify the influence of independent variables (treatments) on outcomes (dependent variables). Thus, the experimental method using a quantitative approach is a statistical research method used to test the effect of an independent (treatment) variable on a dependent (outcome) variable.

The data collection technique in this study uses an essay test. Sukardi (2019) states that "a test is a systematic procedure in which the individual being tested is represented by a set of stimuli, and their responses can be quantified." The data collection technique is carried out through pre-tests and post-tests. The pre-test is conducted before the treatment is applied, while the post-test is conducted after the treatment has been given.

Data were collected by forming an experimental group Class XI MIA-1 and a control group Class X MIA-2. In the control group, both pre-tests and post-tests were conducted using a conventional learning model. In contrast, the experimental group underwent pre-tests and post-tests using a simulation model assisted by film media. After conducting the pre-tests and post-tests for both groups, the results were assessed and analyzed to determine whether there was an effect from the application of the simulation model assisted by film media on students' ability to perform drama scripts.

Based on the research type and the data obtained, the analysis used in this study is quantitative analysis using statistical formulas. Statistical analysis was applied because the data collected were in the form of numerical values. The analysis was conducted using IBM SPSS Statistics Version 25 for Windows.

3. RESULT AND ANALYSIS

The results obtained in this study consist of students' learning outcomes in the form of pre-test and post-test scores from both groups—namely, the experimental group and the control group. Subsequently, the researcher processed the students' test scores in accordance with the predetermined methods and procedures. The data obtained in this study represent students' learning outcomes using a

simulation model assisted by film media in relation to their ability to perform drama scripts.

Control Class Pre-test and Post-test Scores

The following table presents the students' initial test scores (pre-test) and final test scores (post-test) in the control class.

Table 1. Pre-test and Post-test Results of the Control Class (Class XI MIA 1, SMA Swasta Pelita Pematangsiantar)

No	Inisial	*Pre Test*	*Post Test*
1	A	47	82
2	B	47	63
3	C	54	79
4	D	53	84
5	E	61	79
6	F	54	87
7	G	44	63
8	H	61	79
9	I	63	84
10	J	49	74
11	K	56	72
12	L	49	74
13	M	37	68
14	N	47	82
15	O	37	68
16	P	54	87
17	Q	47	63
18	R	63	84
19	S	47	84
20	T	56	72
21	U	53	84
22	V	44	72
23	W	42	72
24	X	43	78
25	Y	54	79
26	Z	44	63
27	AA	43	78
28	AB	47	84
	Jumlah	1396	2138

Based on the table above, it can be seen that the highest score achieved by the students is 87, while the lowest score obtained is 37.

Experimental Class Pre-test and Post-test Scores

After conducting the pre-test and post-test in the control class, the researcher then carried out the same procedure in the experimental class. The following table presents the students' scores in the experimental class.

Table 2. Pre-test and Post-test Results of the Experimental Class (Class X MIA 2, SMA Swasta Pelita Pematangsiantar).

No	Inisial	*Pre-test*	*Post-test*
1	A	69	83
2	B	71	78
3	C	63	72
4	D	62	78
5	E	56	84
6	F	69	83
7	G	78	84
8	H	78	91
9	I	62	78
10	J	63	84
11	K	71	91
12	L	79	91
13	M	43	91
14	N	84	91
15	O	78	91
16	P	72	78
17	Q	78	84
18	R	63	84
19	S	56	72
20	T	43	91
21	U	84	91
22	V	63	84
23	W	71	78
24	X	72	78
25	Y	62	72
26	Z	63	84
27	AA	56	72
28	AB	56	84
29	AC	71	78
30	AD	72	84
	Jumlah	2088	2484

Based on the table above, the highest score obtained is 91, while the lowest score is 43.

Test of Data Normality

The normality test is a procedure used to determine whether the data comes from a population that is normally distributed or follows a normal distribution. Normality testing is conducted through graphical analysis generated by regression calculations using SPSS software.

The normality test examines whether the data distribution is aligned with a normal curve. A normal distribution is shaped like a bell curve and is symmetrical. The normality test in this study was conducted on two sets of data: the pre-test and post-test results from both the experimental and control groups.

This study involved two samples, namely the experimental and control classes, with a total of 58 students. Therefore, the Kolmogorov-Smirnov normality test was

used, as it is more accurate for this sample size. The decision criteria for the normality test are as follows:

1. If the significance value (sig.) > 0.05, it can be concluded that the data is normally distributed.
2. If the significance value (sig.) < 0.05, it can be concluded that the data is not normally distributed.

For further clarity, the results of the normality test for both the experimental and control groups, as calculated using SPSS, are presented in the following table:

Table 3. Normality Test of the Experimental and Control Groups

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	PreTest Eksperimen	.119	30	.200*	.945	30	.127
	PostTest Eksperimen	.167	30	.031	.880	30	.003
	PreTest Kontrol	.154	28	.086	.954	28	.245
	PostTest Kontrol	.195	28	.008	.898	28	.010

1. If the significance value Based on Mean is greater than 0.05, it can be concluded that the data variation is considered homogeneous or equal.
2. If the significance value Based on Mean is less than 0.05, it can be concluded that the data variation is considered not homogeneous or unequal.

For further clarity, the results of the homogeneity test for both sample groups, as calculated using the SPSS program, can be seen in the following table:

Table 4. Homogeneity Test of the Experimental and Control Groups

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.970	1	56	.329
	Based on Median	.796	1	56	.376
	Based on Median and with adjusted df	.796	1	54.088	.376
	Based on trimmed mean	.994	1	56	.323

Based on the calculations in Table VI of the homogeneity test, it was found that the significance value Based on Mean for the pre-test and post-test data was 0.329. Given that the significance level or probability value is greater than 0.05, it can be concluded that the population has equal variance. Therefore, based on this significance result, it can be concluded that the populations in the experimental and control classes have the same or homogeneous variance.

Control Class Pre-Test and Post-Test Results

Table 5. Frequency of Pre-Test Scores in the Control Class

***Pre-Test* Kontrol**					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	2	7.1	7.1	7.1
	42	1	3.6	3.6	10.7
	43	2	7.1	7.1	17.9
	44	3	10.7	10.7	28.6
	47	6	21.4	21.4	50.0
	49	2	7.1	7.1	57.1
	53	2	7.1	7.1	64.3
	54	4	14.3	14.3	78.6
	56	2	7.1	7.1	85.7
	61	2	7.1	7.1	92.9
	63	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

The results of the control class pre-test frequency test in table VII can be obtained that 2 people (7.1%) scored 37, 1 person (3.6%) scored 42, 2 people (7.1%) scored 43, 3 people (10.0%) scored 44, 6 people (21, 4%) scored 47, 2 people (2.1%) scored 49, 2 people (2.1%) scored 53, 4 people (14.3%) scored 54, 2 people (7.1%) scored 61, 2 people (7.1%) scored 63, 2 people (7.1%) scored 56. So the total accumulative percentage is 100%.

Table 6. Control Class Post-Test Frequency

***Post-Test* Kontrol**					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.6	3.6	3.6
	68	2	7.1	7.1	10.7
	69	2	7.1	7.1	17.9
	71	4	14.3	14.3	32.1
	72	3	10.7	10.7	42.9
	78	4	14.3	14.3	57.1
	79	2	7.1	7.1	64.3
	82	1	3.6	3.6	67.9
	84	6	21.4	21.4	89.3
	86	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

The results of the control class post-test frequency test in table VIII can be obtained that 1 person (3.6%) scored 65, 2 people (7.1%) scored 68, 2 people (7.1%) scored 69, 4 people (14.3%) scored 71, 3 people (10.7%) scored 72, 4 people (14.3%) scored 78, 2 people (7.1%) scored 79, 1 person (3.6%) scored 82, 6 people (21.4%) scored 84, 3 people (10.7%) scored 86. So that the total accumulative percentage is 100%.

Table 7. Descriptive Statistics of Pre-Test and Post-Test of Control Class

Statistics			
		Pre-Test Kontrol	Post-Test Kontrol
N	Valid	28	28
	Missing	0	0
Mean		49.86	76.89
Std. Error of Mean		1.360	1.274
Median		48.00	78.00
Mode		47	84
Std. Deviation		7.194	6.740
Variance		51.757	45.433
Range		26	21
Minimum		37	65
Maximum		63	86
Sum		1396	2153

The statistical test results in table IX show that the average on the control class pre-test is 49.86 with the number of control class students 28 students. The average value on the post-test of the control class was 76.89, the maximum value was 65, the mode was 84, the standard deviation was 6.740, the middle value was 78.00, and the high value was 86. From the results of these data we can see that the

pre-test scores in the control class of 28 students, 2 people (7.1%) scored 37, 1 person (3.6%) scored 42, 2 people (7.1%) scored 43, 3 people (10.0%) scored 44, 6 people (21, 4%) scored 47, 2 people (2.1%) scored 49, 2 people (2.1%) scored 53, 4 people (14.3%) scored 54, 2 people (7.1%) scored 61, 2 people (7.1%) scored 63, 2 people (7.1%) scored 56. So that the total accumulative percentage is 100%. And the post-test score in the control class, 1 person (3.6%) scored 65, 2 people (7.1%) scored 68, 2 people (7.1%) scored 69, 4 people (14.3%) scored 71, 3 people (10.7%) scored 72, 4 people (14.3%) scored 78, 2 people (7.1%) scored 79, 1 person (3.6%) scored 82, 6 people (21.4%) scored 84, 3 people (10.7%) scored 86. So that the total accumulative percentage is 100%.

Experimental Class Pre-test and Post-Test Results

Table 8. Experimental Class Pre-Test Frequency

Pre-Test Eksperimen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	2	6.7	6.7	6.7
	56	4	13.3	13.3	20.0
	62	3	10.0	10.0	30.0
	63	5	16.7	16.7	46.7
	69	2	6.7	6.7	53.3
	71	4	13.3	13.3	66.7
	72	3	10.0	10.0	76.7
	78	4	13.3	13.3	90.0
	79	1	3.3	3.3	93.3
	84	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The results of the experimental class pre-test frequency test in table X can be obtained that 2 people (6.7%) scored 43, 4 people (13.3%) scored 56, 3 people (10.0%) scored 62, 5 people (16.7%) 63, 2 people (6.7%) scored 69, 4 people (13.3%) scored 71, 3 people (10.0%) scored 72, 4 people (13.3%) scored 78, 1 person (3.3%) scored 79, 2 people (6.7%) scored 84. So that the total accumulative percentage is 100%.

Table 9. Frequency of Post-Test of Experimental Class

***Post-Test* Eksperimen**					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	4	13.3	13.3	13.3
	78	7	23.3	23.3	36.7
	83	2	6.7	6.7	43.3
	84	9	30.0	30.0	73.3
	91	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

The experimental class post-test frequency test results in table XI obtained 4 people (13.3%) scored 72, 7 people (23.3%) scored 78, 2 people (6.7%) scored 83,

9 people (26.7) scored 84, 8 people (26.7%) scored 91. So that the total accumulative percentage is 100%.

Table 10. Descriptive Statistics of Pre-Test and Post-Test of Experimental class

Statistics			
		PreTestEks	PostTestEks
N	Valid	30	30
	Missing	0	0
Mean		66.93	82.80
Std. Error of Mean		1.901	1.164
Median		69.00	84.00
Mode		63	84
Std. Deviation		10.412	6.376
Variance		108.409	40.648
Range		41	19
Minimum		43	72
Maximum		84	91
Sum		2008	2484

The statistical test results in table XII show that the average value of the pre-test in the experimental class is 66.93 with the number of students in the experimental class of 30 students. The minimum value is 43, mode 63, standard deviation 10.412, median value 69.00, and maximum value 84. The average in the experimental class post-test was 82.80, minimum value 72, mode 84, standard deviation 6.376, median value 84.00 and maximum value 91. From the results of these data we can see that the pretest scores of 30 experimental class students, 2 people (6.7%) scored 43, 4 people (13.3%) scored 56, 3 people (10.0%) scored 62, 5 people (16.7%) 63, 2 people (6.7%) scored 69, 4 people (13.3%) scored 71, 3 people (10.0%) scored 72, 4 people (13.3%) scored 78, 1 person (3.3%) scored 79, 2 people (6.7%) scored 84. So that the total accumulative percentage is 100%. Experimental class post-test scores 4 people (13.3%) scored 72, 7 people (23.3%) scored 78, 2 people (6.7%) scored 83, 9 people (26.7) scored 84, 8 people (26.7%) scored 91. So that the total accumulative percentage is 100%.

4. CONCLUSION

Based on the results of research on the effect of simulation models assisted by film media on the ability to demonstrate drama scripts of class XI students of Pelita Pematangsiantar Private Senior High School, it is concluded that all pre-test and post-test data in the experimental and control groups are normally distributed and homogeneous, and the results of the paired sample t-test show a significant effect of the application of simulation models assisted by film media on improving the

ability to demonstrate drama scripts, as indicated by the increase in average scores from pre-test to post-test in both the experimental group (from 66.93 to 82.80) and the control group (from 49.86 to 76.89). Thus, the application of this model proved effective in improving students' skills in demonstrating drama scripts. In relation to these findings, it is suggested that teachers can make the simulation model assisted by film media as an innovative learning alternative and be able to increase students' learning activities, while students are expected to increase motivation and activeness in learning, and further researchers are recommended to develop research by adding new variables related to factors that influence students' involvement and enthusiasm for learning.

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