Implementation of the Sociodrama Project in British Parliamentary Debate to Develop Students Political Literacy

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ABSTRACT

In the context of strengthening civic education, political literacy is an essential competency that must be instilled early on to students. Political literacy includes an understanding of rights and obligations as a citizen and awareness of socio-political dynamics. In addition to knowledge of the political system, political literacy also involves the ability to think critically, argue, and actively participate in democratic life. This study aims to determine the level of political literacy of students in class X SMAN 21 Bandung, the implementation of the British Parliamentary Debate (BPD) Sociodrama project in learning Pancasila and Citizenship Education, and the relevance of the method in developing political literacy. The method used is descriptive qualitative, describing phenomena in a natural context. The results showed that the learners political literacy level was in the positive developing category, with an understanding of basic political concepts and active participation in discussions. The implementation of the BPD Sociodrama project proved effective in training critical thinking skills, teamwork, argumentative skills, and emotional control. This approach is very relevant in developing political literacy in an integrated manner in the cognitive, affective, and psychomotor domains. The findings highlight that the integration of British Parliamentary Debate and sociodrama serves not only as an effective pedagogical strategy but also as a transformative approach that enhances students critical engagement and democratic awareness, thereby contributing significantly to the improvement of political literacy learning quality in civic education.

Keywords: British Parliamentary, Debate Socio-drama Project, Civic Education, Political Literacy

INTRODUCTION

Political literacy is a fundamental aspect of democratic life, as it enables individuals to understand, analyze and engage in the political process actively and critically. Political literacy among students in Indonesia is actually not new (Setia Widhy & Basri, 2022). This statement emphasizes that this issue has long been a concern in the world of education. Political literacy plays an important role in increasing political awareness and participation of students, especially first-time voters, on state issues (Setia Widhy & Basri, 2022). Political literacy is not limited to knowledge of political systems but also includes the ability to critically evaluate information, communicate opinions, and participate in democratic processes (Hasanah & Sulha, 2023). In the context of civic education, efforts to strengthen political literacy must be contextual and relevant to the social environment of students (Iswardhana et al., 2023). Therefore, learning strategies need to be adapted to the dynamics of political change and technological developments.

The current digital era provides both opportunities and threats to the development of political literacy. On one hand, social media allows easy access to political information. On the

other hand, it creates a risk of disinformation and echo chambers that hinder students critical understanding (Yuliandari et al., 2023; Rozi et al., 2024). Educators must ensure that students are equipped with critical thinking skills to navigate the complex political landscape online.

Innovative learning models such as project-based learning can serve as a bridge to integrate political concepts into practical activities. This model has been shown to enhance student engagement in classroom activities (Anggraini & Wulandari, 2021), improve learning outcomes in vocational education settings (Mangesa, Rahman, & Hafid, 2024), and foster creativity among learners, although its impact on scientific attitudes remains statistically insignificant (Wicaksana & Sanjaya, 2021). These aspects are in line with the core competencies of political literacy, which require active participation, collaboration, and critical thinking in responding to real-world issues.

In addition, behavioral and constructivist learning theories provide a strong foundation for designing political education that is student-centered (Iskandar, 2024; Muhibbin & Hidayatullah, 2020). These approaches encourage students to actively construct their understanding of political concepts through interaction, reflection, and meaningful experiences (Jelita et al., 2023; Salsabila & Muqowim, 2024). A relevant example is the use of dramatic methods in the classroom. Silvia et al. (2022) demonstrated how sociodrama can enhance students self-confidence and social sensitivity in addressing contemporary issues. Similarly, Anggraini and Wulandari (2021) emphasized that project-based learning increases student engagement and responsibility through active involvement in collaborative learning tasks, which in turn fosters democratic attitudes and empathy.

Combining sociodrama with British Parliamentary Debate brings a unique pedagogical synergy. It allows students not only to argue logically but also to embody different perspectives in a simulated democratic setting (Bahtiar et al., 2023; Rosiana & Rahman, 2023). This blend of cognitive and affective engagement fosters a more holistic development of political literacy. To enhance engagement with political content, Rosiana and Rahman (2023) highlight how integrating English debate activities into student learning improves both communication skills and critical awareness. Maldin et al. (2024) also observed that the Parliamentary debate system enhances English teachers capacity to build student confidence in argumentation.

Aji (2022) presents the British Parliamentary Debate format as a tool for contextualizing contemporary issues among university students, showing that debate can introduce learners to urgent social themes while honing their political reasoning. Lestari and Wicaksono (2022) further indicate the potential of simulation and training in BPD to elevate students participation in academic discourse. Purnawanto (2022) emphasized that the application of the Pancasila Student Profile in learning supports the development of students independence and citizenship values. This can be aligned with debate strategies that challenge students to reflect critically on social problems. Another important perspective is brought by Tunggal (2023), who noted that the essence of civic education lies in cultivating political awareness that is action-oriented and grounded in real-life citizenship practices. This aligns with the aims of integrating sociodrama and debate in civic education classes.

The importance of addressing political literacy early is reaffirmed by Mahardika (2024), who argues that high school civic education lays a strong foundation for responsible and engaged future voters. Educators are thus urged to adopt contextual and reflective learning tools that resonate with students daily realities. Setiyaningsih and Subrata (2023) argued that applying problem-based learning in line with Vygotskys constructivist paradigm can deepen political comprehension. This approach reinforces the capacity of students to connect academic knowledge with practical political understanding. Finally, Saban et al. (2022) highlighted the need for schools to directly prepare students for electoral participation through political socialization efforts. Debate-based sociodrama projects could become an innovative response to this call.

Moreover, implementing this approach in secondary schools contributes to the long-term goal of nurturing politically literate citizens. As stated by Mahardika (2024), early political education shapes students commitment to active citizenship and national development. Thus, integrating BPD sociodrama into civic education represents a strategic move to promote

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participatory democracy. Active participation in political activities, such as elections and public discussions, reflects high political literacy (Mahardika, 2024). Unfortunately, many learners are not yet fully connected to political issues due to limited access and less engaging learning approaches (Cuprianto & Firmansyah, 2023; Rahmayanti, 2023). Therefore, innovative approaches in political education are needed to bridge this gap (Isyanawulan et al., 2023; Sjoraida & Nugraha, 2023).

Pancasila and Citizenship Education has a strategic role in shaping students political awareness. As stated by Tunggal (2023), political education is key in fostering citizens awareness of the importance of political participation. However, the development of technology and social media presents new challenges in the form of information flooding and disinformation (Rozi et al., 2024; Andriyendi et al., 2023). In this context, novice voters need strong political literacy skills to avoid being easily influenced by misleading information (Nurkandias & Karniawati, 2024; Putra & Patra, 2023).

One learning approach that has the potential to improve political literacy is the debate method, especially the British Parliamentary Debate (BPD). This method trains students to think critically, build data-based arguments, and convey opinions logically (Heryanto, 2021; Rosiana et al., 2023; Maldin et al., 2024; Setia Widhy & Basri, 2022). Furthermore, various studies have shown that BPD can increase students self-confidence and political awareness (Lestari & Wicaksono, 2022; Bahtiar et al., 2023; Sholikhah et al., 2022; Aji, 2022).

In this context, the research was conducted by applying the British Parliamentary Debate Sociodrama project to class X students of SMAN 21 Bandung. They were given a contextual debate motion such as "The state should strengthen the military in border areas as the main form of maintaining the sovereignty of the Republic of Indonesia" to be played in the form of a sociodrama script. Learners were involved in the process of group formation, script writing, stage technique training, dramatic debate implementation, and post-debate reflection session. Thus, the results can show an increase in the dimensions of political literacy, including argumentation, self-expression, active participation, and understanding of socio-political dynamics (Mahardika, 2024; Nurkandias & Karniawati, 2024; Iskandar, 2024).

Different from previous studies that emphasize the effectiveness of debate as a rhetorical method or the development of critical thinking skills alone, this research focuses on integrating the British Parliamentary Debate method with a sociodrama approach in the context of Pancasila and Citizenship Education to develop students political literacy at the senior high school level. This dual approach combining structured argumentation with affective and dramatic expression has not been widely explored in earlier studies, which often examine debate as a stand-alone strategy. Therefore, this study aims to contribute to a deeper understanding of project-based learning models, particularly those that encourage active student involvement (Anggraini & Wulandari, 2021), improve learning outcomes through contextual implementation (Mangesa, Rahman, & Hafid, 2024), and promote creativity through innovative pedagogical approaches (Wicaksana & Sanjaya, 2021).

This study employed a descriptive qualitative method involving observation, interviews, and document analysis to examine the effectiveness of the BPD sociodrama approach. This research aims to 1) understand the level of political literacy of students in class X of SMAN 21 Bandung, 2) understand the implementation of British Parliamentary Debate Sociodrama project in learning Pancasila and Citizenship Education in class X of SMAN 21 Bandung, and 3) explore the relevance of political literacy through the British Parliamentary Debate Sociodrama project for students in class X of SMAN 21 Bandung. The approach integrates dramatic enactment with structured debate to provide experiential learning that fosters democratic dialogue and social awareness. This research is expected to contribute to the development of critical pedagogy in a more democratic and participatory civic education (Silvia et al., 2022; Mahardika, 2024)

METHOD

This study employed a descriptive qualitative approach. According to Sugiyono (2021), descriptive qualitative research is conducted in natural settings where the researcher acts as the

key instrument, data collection involves triangulation techniques, and data analysis is inductive and emphasizes meaning over generalization. This method is appropriate for gaining a deep understanding of social phenomena and human behavior within their natural context. In this research, the descriptive qualitative method was applied to analyze the dynamics and interactions that occur within the practice of British Parliamentary Debate. Through this approach, the researcher was able to explore how participants construct arguments, engage in negotiation, and interact with one another in the context of debate, while also interpreting the meanings behind the strategies and techniques they utilized.

This study involved one Pancasila and Civic Education teacher and thirty-six students from class X six at SMAN twenty-one Bandung. The participants were selected using purposive sampling based on their active involvement in the learning project. The instruments used in this study consisted of a semi structured interview guide, a participatory observation sheet, and a documentation form designed to gather relevant teaching materials and classroom records. Data collection was conducted in May twenty twenty five during the second semester of the academic year twenty twenty four to twenty twenty five. Data were collected using three techniques, namely in depth interviews, participatory observation, and document analysis. Interviews were conducted with the Pancasila and Civic Education teacher to obtain insights regarding the learning strategies applied, the teachers experiences, and the challenges encountered when implementing the Sociodrama and British Parliamentary Debate project in civic education instruction. The interviews were carried out in a semi structured manner, guided by open ended questions that allowed for a more detailed exploration of the teachers understanding and perspectives on students political literacy.

Observation was conducted during the classroom learning process to directly examine how the teacher implemented debate and sociodrama methods. The observation also recorded the interactions between teacher and students as well as student responses to learning activities that were designed to foster political literacy. Document analysis involved the collection and review of relevant materials, including lesson plans, modules, and instructional content containing political themes and participatory elements. This process was intended to assess the extent to which the applied methods were systematically integrated into the classroom instruction.

The data analysis in this study used thematic analysis, which comprised three main steps. The first step was data reduction, where irrelevant or unnecessary data were eliminated and key information was summarized. The second step was data display, in which data grouped by themes were presented narratively to identify patterns and connections. The third step was conclusion drawing and verification, where the researcher interpreted the patterns, formulated conclusions, and compared the findings with relevant theories and prior research. To ensure the credibility of the data, triangulation across interviews, observations, and documentation was conducted. Furthermore, member checking was carried out by allowing participants to verify whether the analysis results aligned with their views and intentions. This study was limited to one class in a single school. Therefore, the findings are not intended to be generalized to all senior high school students.

RESULT AND DISCUSSION

The researcher analyzed the implementation of the British Parliamentary Debate sociodrama project to develop students political literacy in class X-6 SMA Negeri 21 Bandung from the data collected through observation of the learning process, teacher interviews, and teacher learning tools documents. Based on the research conducted, the implementation of *British Parliamentary Debate* sociodrama project can develop students political literacy as described in the following points:

1. Political Literacy Level of Learners

The level of political literacy of students in class X of SMAN 21 Bandung generally shows positive development, especially in four main aspects: knowledge, attitude, participation, and critical thinking as shown in Table 1.

Table 1. Political Literacy Observation Results

Number	Aspect observed on Political Literacy	Yes	No
1	Political Knowledge :		
	a. Mastery of basic political terms and concepts such as democracy, human rights, constitution, etc.	v	
	b. Reference to current issues in arguments or sociodramas	v	
	c. Ability to answer questions to related to the political system and government	v	
2	Political Attitudes :		
	a. Respect for other peoples opinions even if they are different	v	
	b. Positive response to diversity in political discussions	v	
	c. Demonstrate national spirit and engagement in constructive discussions	v	
3	Political Participation :		
	a. Learner activity in following political simulation projects and activities	v	
	b. Learner initiative in expressing political ideas voluntarily	v	
	c. Active role in discussion and formulation of solutions to public policy problems	v	
4	Critical of Political Information :		
	a. Able to distinguish between facts, opinions, and hoaxes in political talks	v	
	b. Demonstrate a skeptical and analytical attitude towards emerging political news or information	v	
	c. Argumentation supported by credible sources of information	v	

Based on observations, the political literacy of students at SMAN 21 Bandung shows good achievements in four main aspects. In terms of political knowledge, they mastered basic concepts such as democracy and human rights and were able to respond to actual issues with logical understanding. In terms of attitude, they showed tolerance towards different opinions and national spirit in discussions. In terms of participation, their involvement in project-based activities such as sociodrama and British Parliamentary debate was very active, with participation in expressing opinions and solutions to policy issues. Meanwhile, critical thinking skills are evident in their ability to distinguish between facts and opinions, filter out hoax information, and use credible sources in argumentation. Overall, the learning approach was effective in improving learners overall political literacy.

Based on the interview results, the debate project makes learners more open to political concepts such as democracy and human rights, and encourages them to think more broadly and contextually about actual issues. In addition, learners begin to appreciate different opinions and respect different views, even though they still maintain their arguments, they can accept the final decision with an open attitude.

When I asked one of the students about their understanding of politics after taking part in the learning activities, they shared a thoughtful reflection that showed a significant shift in perspective, "*I used to think politics was just about voting and people in suits, but now I know it's about rights, responsibilities, and how we live as citizens every day*". This shows an expansion of political knowledge from a narrow view (politics as formal institutions) to a broader understanding of politics as civic life. The learning activities have enabled the student to internalize citizenship as a daily practice (Interview with student of SSMAN 211 Bandung, Monday, May 13, 2025).

While speaking with a student about how classroom learning has influenced their daily habits, they revealed a growing awareness of political issues that used to seem distant, "*Sometimes I see news about laws or corruption, but I used to ignore it. After learning in class, I started reading more and even asked my parents about government things*". This demonstrates increased political awareness and early participation. The shift in behavior from apathy to active inquiry

is a strong indicator of growing political literacy (Interview with student of SMAN 21 Bandung, Tuesday, May 14, 2025).

In another conversation, a student reflected on how active learning methods shaped their understanding of democratic principles, "*When we were taught about democracy, we didn't just memorize. We debated and acted out situations. That helped me understand what fairness and justice mean in real life*". Here, experiential learning through debate and sociodrama enhances not only cognitive understanding but also internalization of democratic values. The method bridged abstract concepts with lived experience (Interview with student of SMAN 21 Bandung, Thursday, May 16, 2025).

This debate project has the potential to increase learner participation in school democratic activities, such as class discussions or student council elections, because it provides a space to practice voicing opinions. Based on observations and interviews, awareness of political information is still low and a challenge, but the issue of corruption is a trigger that makes learners more aware and enthusiastic in discussions.

Figure 1. Students Political Literacy Achievement
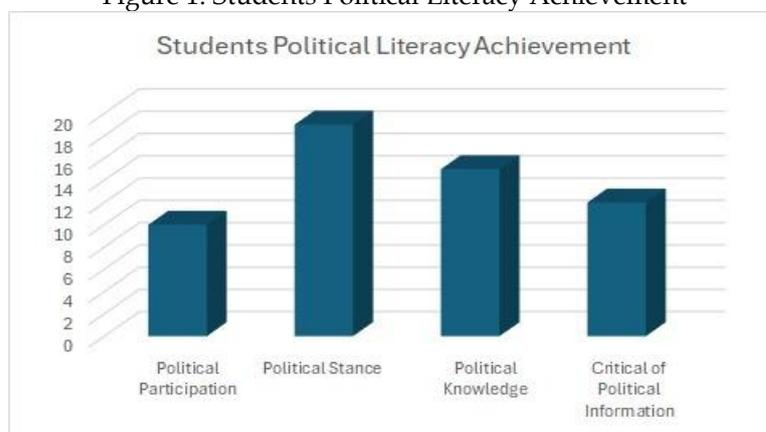
The percentages obtained in the assessment of Political Knowledge, Political Attitudes, Political Participation, and Critical Thinking Toward Political Information were based on direct observations and interviews with the teacher involving 26 students who participated in the project. Through this method, the teacher was able to evaluate students' understanding of political terminology, their attitudes toward differing opinions, and their level of engagement in discussions. The data collected provided a comprehensive overview of the students' political literacy and helped identify areas that require further attention to enhance their participation in civic activities. According to the diagram, 15 students were able to use political terms appropriately within the context of debate. This indicates that activities such as sociodrama and the British Parliamentary Debate model have made a preliminary contribution to strengthening their use and understanding of political terminology.

In terms of attitude, students have begun to demonstrate maturity in responding to differing views, such as being able to accept the final results of debates even when these contradict their personal arguments. A total of 19 students also exhibited a strong sense of nationalism when discussing national issues, reflecting a positive reinforcement of civic values. However, the main challenges remain in the areas of political participation and critical engagement with political information. Although students are becoming more accustomed to expressing their opinions in class discussions, only 10 to 12 students actively articulated political ideas independently. This indicates that students' confidence in expressing political ideas still needs to be cultivated through sustained pedagogical interventions. Based on the above indicators, the level of political literacy among students in Class X-6 of SMAN 21 Bandung can be categorized as moderate. However, with the right learning strategies, there is significant potential for further development.

The level of political literacy of learners in class X of SMAN 21 Bandung generally shows positive development, especially in four main aspects: knowledge, attitude, participation and critical thinking. Based on observations and interviews, learners have demonstrated an

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understanding of basic concepts such as democracy and human rights. They are also able to respond to actual issues with logical and relevant thinking, as stated by Crick that political literacy is a combination of knowledge, skills, and attitudes that encourage effective participation in political life (Crick, 2002).

In the knowledge aspect, the majority of learners were able to explain the government system and respond to political issues fluently. This reflects a deep cognitive internalization, as confirmed by Budiardjo that political literacy strengthens the critical capacity of individuals towards government policies (Budiarjo, 2008). Meanwhile, in the attitude aspect, students show openness to a diversity of views and a tolerant attitude in discussions. This is in line with Crick who emphasizes the importance of attitude as part of political literacy which is not only cognitive but also affective (Crick, 2002).

In the participation dimension, students are actively involved in debate simulations and discussions, although not all have shown the courage to convey ideas independently. Political participation is an important form of involvement in shaping critical and responsible individuals (Heryanto, 2021). Critical thinking skills are also an important indicator. Students are considered capable of sorting out facts and opinions and being skeptical of hoaxes. This supports Cricks view that political literacy should encourage citizens to become smarter and more active in democracy.

However, not all learners showed consistency in these four aspects. Some still depend on teacher direction or are not yet sensitive to political issues outside the classroom. This shows the important role of Pancasila and Civic Education education that is reflective and contextual as emphasized by Hasanah and Sulha that political education must equip students with knowledge that is applicable in everyday life (Hasanah & Sulha, 2023). This is in line with civic education that leads to the formation of active, critical and responsible citizens.

In line with these findings, Isyanawulan and Hendarso (2023) emphasized the urgency of strengthening student political literacy through school-based initiatives that engage learners in real political discourse and participation. Their study in Banyuasin demonstrated that students exposed to active learning methods developed a deeper understanding of democratic principles and showed increased willingness to participate in political conversations both in and out of school settings. Similarly, Sjoraida and Nugraha (2023) found that Generation Z students who received civic education programs were better equipped to interpret political messages and to distinguish credible sources, leading to more informed political opinions.

Furthermore, Cuprianto and Firmansyah (2023) argued that contextualized history learning that integrates political elements can enhance student awareness of current socio-political issues. This supports the idea that Pancasila and Civic Education should not only focus on theory but also incorporate practical approaches like BPD sociodrama to provide learners with experiential political learning. Political literacy, in this view, is nurtured not solely through knowledge transmission but through meaningful interaction, argumentation, and social simulation that connect classroom learning with everyday civic realities.

Figure 1. Photo with Students dan Teacher

When I asked the Civic Education teacher about their experience in implementing the British Parliamentary Debate method in the classroom, the teacher admitted that the approach demanded a significant shift from conventional teaching strategies. *"The British Parliamentary Debate method challenges me to step out of my usual teaching comfort zone. I can no longer rely on lectures alone I need to facilitate critical thinking and structured argumentation in a way that resonates with students. This approach makes the classroom more dynamic. I see students debating passionately, citing evidence, and even disagreeing with each other respectfully. That never happened when I used traditional methods. But of course, it's not easy. I have to design the motion carefully, ensure fairness in group division, and provide scaffolding without dominating the discussion. Still, it's worth the effort because the students' engagement increases significantly"* (results of interview with Civic Education teacher at SMAN 21 Bandung, Friday, May 24, 2025).

2. **I**mplementation of *British Parliamentary Debate* Sociodrama Project

The implementation of sociodrama-based learning project with *British Parliamentary Debate* approach on Friday, May 23, 2025 in class X-6 SMAN 21 Bandung became a meaningful experience for students. This activity was carried out to coincide with the discussion of Chapter 4 material on the *Unitary State of the Republic of Indonesia (NKRI) and Regional Sovereignty*. The debate motion raised, namely "The state must strengthen the military in border areas as the main form of maintaining the sovereignty of the Republic of Indonesia," was designed to link actual issues with the learning concepts being studied.

Table 2. Results of Observation of *British Parliamentary Debate* Sociodrama Project

No	Aspects observed	Yes	No
1	Implementation of Sociodrama Project		
	Self Confidence :		
	a. Learners appear confident when playing the role	v	
	b. Dare to speak in public without looking nervous	v	
	c. Provide convincing facial expressions and body language when	v	
	Constancy :		
	a. Consistency of learners in playing the role from beginning to end	v	
	b. Learners seriousness in understanding and perfoming roles according to the scenario	v	
	c. Time discipline and responsibility during the project	v	
	Control :		
	a. Emotional control when under pressure or interrupted in a debate	v	
	b. Focused while role-playing despite environmental distractions		x
	c. Learners ability to adjust tone of voice, gesture, and expressions according to the situation in the sociodrama	v	
2	*British Parliamentary Debate*		
	Argumentation Skills :		
	a. The content of the argument is logical, relevant, and based on data or facts	v	
	b. Organized argument structure (claims, reasons, evidence)	v	
	c. Appropriate use of terms or concepts in political science	v	
	Delivery Style :		
	a. Use of tone voice, intonation, and charity in speaking	v	
	b. Eye contact with audience and opposing team	v	
	c. Use of body gestures that support the delivery of the argument	v	
	Strategy and Rebuttal :		
	a. Ability to appropriately capture and refuse opposing arguments	v	
	b. Use of anologies, examples, and logic in attacking opposing arguments		x
	c. Speech time management during the debate	v	
	Collaboration and Team Roles :		

a. Cooperation between members in developing arguments	v	
b. Clarity of role distribution (opener, main arguer, closer)	v	
c. Support team members when they present their arguments		x

The implementation of the British Parliamentary Debate (BPD) sociodrama project at SMAN 21 Bandung involved structured steps from motion analysis to dramatic enactment. Each group was assigned specific debate roles government or opposition and had to construct arguments based on real socio-political issues. This format fostered engagement with civic content in an interactive and performative way, aligning with the principles of project-based learning that emphasize active participation and collaborative exploration of contextual problems (Anggraini & Wulandari, 2021).

Throughout the process, students showed increasing autonomy and collaboration. They drafted scripts, rehearsed speeches, and practiced persuasive communication using parliamentary procedures. This learning model proved effective in cultivating creativity and collaboration, as Wicaksana and Sanjaya (2021) emphasized that project-based learning encourages scientific attitudes and creativity by involving students actively in contextual, problem-solving activities. Furthermore, the opportunity to engage in structured group roles enhanced students sense of responsibility and participation, which aligns with Anggraini and Wulandaris (2021) conclusion that PjBL improves student engagement and responsibility through task-based collaboration. Students reported that embodying political roles helped them better understand institutional responsibilities and societal perspectives.

At first, students experienced confusion when introduced to the British Parliamentary Debate (BPD) model. "*At first, I was confused with the debate format. I didn't understand the roles like opening government or closing opposition. But after a few sessions, I started to enjoy it, and now I understand how debate works in real politics too*". This statement reflects students' growing procedural understanding of the British Parliamentary Debate model. The shift from confusion to enjoyment indicates that scaffolding and consistent practice contributed to skill development. It also shows that the format bridges academic learning and civic engagement (Interview with student of SMAN 21 Bandung, Monday, May 20, 2025).

The emotional impact of the sociodrama method was also expressed by another student. "*When we did the sociodrama, I had to act as someone whose rights were violated. It made me feel angry and more aware of how unfair things can be. I think this made the lesson stick in my mind.*" This response demonstrates the emotional engagement and affective depth provided by the sociodrama method. Embodied learning allows students to internalize justice-related concepts through empathy, enhancing both moral reasoning and memory retention (Interview with student of SMAN 21 Bandung, Wednesday, May 22, 2025).

Another student emphasized the role of the teacher in facilitating debate and the development of argumentation skills. "*We were told to make arguments, rebut the other side, and support our points with evidence. It wasn't easy at first, but the teacher guided us patiently. Now I feel more confident in speaking and defending ideas.*" This statement highlights the role of the teacher as facilitator and the structured process of building political communication skills. It supports the idea that BPD encourages not just cognitive learning but also communicative competence and self-efficacy (Interview with student of SMAN 21 Bandung, Friday, May 24, 2025).

This active approach is not only relevant for civic education but also aligns with Vygotskys socio-constructivist paradigm. By engaging students in collaborative political simulations, the learning environment promotes the co-construction of meaning and the development of critical civic dispositions (Suci Setiyaningsih & Subrata, 2023).

The observation results showed that the learners were able to show good self-confidence, seen from their courage to perform in public and the use of convincing facial expressions and body language. This shows the success of the sociodrama approach in training learner confidence and verbal-nonverbal expression. This finding aligns with Silvia et al. (2022), who emphasize that sociodrama enhances student self-expression and emotional awareness through role play.

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In the aspect of constancy, it is also quite prominent. Most learners showed consistency in carrying out their roles and seriousness in understanding the scenario. Time discipline and responsibility during the project were also observed well, reflecting the internalization of the values of responsibility and hard work. This echoes the findings of Badin & Kristiantari (2021), who found that structured dramatization projects help instill a sense of commitment and perseverance in learners.

In terms of emotional control, learners were assessed to be able to manage pressure during the debate, manage gestures and tone of voice well, although some were still affected by environmental disturbances. This shows that sociodrama significantly encourages learners to practice self-control in complex social contexts. In addition, the British Parliamentary Debate model showed a positive impact in developing learners argumentation skills. They are able to organize arguments logically and relevantly and use appropriate political terms. The structure of the arguments was organized, showing that learners were getting used to the formal debate format that demands logical rigor (Rosiana & Rahman, 2023).

In terms of delivery style, the use of intonation and gestures mostly supported the content of the argument, although eye contact with the audience still needed to be practiced. The rebuttal strategy was quite effective; learners were able to capture the opponent argument and respond to it with appropriate logic and examples, although there were still weaknesses in speaking time management. The aspects of collaboration and team roles show the success of the British Parliamentary Debate format in teaching the importance of teamwork. This can be seen from the clear division of roles and support between teams during the debate.

Figure 2. Learning Syntax
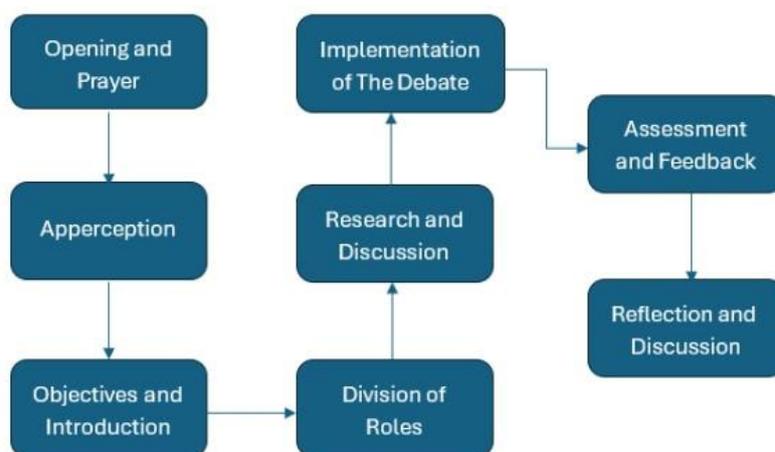
The learning process begins with the opening and prayer together, followed by apperception in the form of triggering actual issues regarding Indonesia military conditions at the border. The teacher then explained the learning objectives and a brief introduction to the British Parliamentary Debate format and the technical implementation of the debate. Learners are divided into four teams: Opening Government, Closing Government, Opening Opposition, and Closing Opposition. Each team is given time to develop an argument based on their position on the given motion. During the preparation process, learners conduct independent research and team discussions. The teacher provides scaffolding in the form of worksheets, concept maps, and examples of good argument structures. After the preparation period, the debate is conducted openly in class with the time duration and speaking turns according to the British Parliamentary Debate rules. The teacher and other learners act as evaluators and give feedback on the arguments presented.

The implementation of this debate is in line with Vygotskys social constructivism theory (1978) and the research results from Salsabilah et al. (2021) which emphasize the importance of social interaction in building understanding. The process of negotiating meaning

within the team, cross-discussion between pro and contra parties, and reflection on the arguments presented became a contextual and collaborative learning tool. Teachers play an active role as scaffolders, assisting students in developing their critical and empathic thinking potential (Muhibbin & Hidayatullah, 2020).

In addition, this approach also supports Piagets (1970) theory of cognitivism. In the context of debate, learners are required to perform higher-order thinking processes, such as analyzing data, evaluating information, and forming new understanding schemes through argumentative experiences. Assimilation and accommodation processes occur when learners receive new information and integrate it with prior knowledge. On the affective side, this activity provides space for learners to express opinions confidently. They learn to manage emotional pressure when speaking in public, maintain debate ethics, and respect different views. This reflects the success of the sociodrama approach in shaping social skills and democratic character. Team collaboration in British Parliamentary Debate reinforces cooperative-based learning. Learners not only learn from the teacher, but also from interaction with peers. The dynamics of internal team discussions, division of roles, and strategies for presenting arguments form a learning culture that is mutually supportive and reflective.

Based on the results of interviews and observations, it can be concluded that the implementation of debates with the British Parliamentary Debate approach and the sociodrama method succeeded in encouraging the development of learners social, communication, and critical thinking skills. Learners showed increased confidence, consistency in carrying out roles, and the ability to control emotions in pressure situations. In terms of argumentation, they were able to formulate opinions based on facts and convey them logically, although some still relied on textbook delivery patterns. Most of the rebuttals were accompanied by logic and evidence, although they were not fully explicit in expressing disagreement. In addition, teamwork seemed solid during the debate, indicating that learners began to understand the importance of communication and coordination in group dynamics.

In addition, the application of debate formats to civic learning is supported by Restika (2024), who demonstrated that project-based approaches improve writing and speaking skills while fostering personal expression in political contexts. Similarly, Saban et al. (2022) argue that political education through participatory simulations leads to greater awareness of democratic processes. This finding also resonates with the perspective of Nurhayani Dewi & Purnama Sari (2022), who highlight the importance of applying cognitive learning theories to build political awareness through structured and realistic scenarios.

From a collaborative standpoint, Rosiana & Rahman (2023) suggest that BPD-style debates improve interpersonal dynamics and promote group responsibility, which are essential for democratic engagement. This is further reinforced by Samsudin (2020), who notes that learning environments that simulate real decision-making contexts foster deeper behavioral engagement.

This is in accordance with Tunggal (2023), who states that instilling political awareness in students should involve real-world engagements and active learning methodologies. In that regard, the BPD project positions itself not only as a cognitive training ground but also as a moral and democratic cultivation tool. In line with this, Nur et al. (2023) highlight that civic education must respond to contemporary challenges with methods that combine academic rigor and emotional intelligence, such as what is achieved through sociodrama debates.

The program also reflects the demands of Pancasila education, as stated by Maarif & Kusdarini (2024), which must embrace participative methods to form active and critical citizens. In this context, debates do not merely train speaking skills but embed constitutional values. Similarly, Damiati et al. (2024) underscore that innovative learning designs in Kurikulum Merdeka, like debates and projects, should focus on holistic student development. As Santoso et al. (2024) observed, embedding Pancasila values through discussion-based learning models has a significant effect on students attitudes and democratic engagement.

Finally, as emphasized by Andriyendi et al. (2023), involving students in simulations related to real political issues, such as elections or corruption, builds their practical political reasoning. This is especially relevant when discussing youth political participation and digital

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democracy, where civic competencies must be formed early. Similarly, Nurkandias & Karniawati (2024) demonstrate that social media-driven civic engagement can be aligned with formal civic learning via simulations like BPD.

Moreover, the importance of developing critical literacy in civic education has been affirmed by Salsabila et al. (2024), who argue that debate-based instruction strengthens analytical and evaluative skills essential to political participation. According to Afriadi et al. (2024), a curriculum that emphasizes contextual exploration such as Kurikulum Merdeka maximizes student engagement and civic competence through meaningful political encounters.

3. Relevance of British Parliamentary Debate Sociodrama Project in Developing Political Literacy

The connection between the British Parliamentary Debate sociodrama and political literacy is very strong, especially because this approach combines cognitive, affective and psychomotor elements in one whole learning activity. Through this project, learners are actively involved in acting out realistic and contextualized political arguments, so that the learning process is not merely theoretical, but reflects the practice of democratic life on a classroom micro scale.

The British Parliamentary Debate sociodrama activity provides a space for learners to understand the basic concepts of political literacy, such as democracy, human rights, sovereignty, and the role of citizens. When learners play the role of Government and Opposition speakers, they not only memorize definitions, but also construct arguments, compile thinking logic, and consider the impact of the policies they propose or refute. This is in line with the opinion of Iswardhana et al. (2023) who assert that political education is a process of learning and understanding the rights, obligations, and responsibilities of every citizen in the life of the nation and state, which is important to form a politically literate and participatory generation.

A shift in political awareness was noted by a student who initially showed little interest in civic issues. "*Before the debate, I didn't care about political topics. But after being in a debate about government policies, I started paying attention to the news and asking my parents about what's happening in Indonesia.*" This quote illustrates the project's success in fostering political awareness and civic curiosity. The authentic engagement with political content during debate activities transformed apathy into proactive interest one of the main goals of political literacy development (Interview with student of SMAN 21 Bandung, Monday, May 27, 2025).

The development of empathy and the ability to see from multiple perspectives was also expressed by another student. "*In the debate, I had to argue for something I didn't actually agree with. But that experience made me realize it's important to understand other people's reasons before rejecting them.*"This statement reflects the deepening of empathy and cognitive flexibility, two crucial elements in a democratic society. Through British Parliamentary Debate, students develop tolerance for differing views, which is an essential dimension of political literacy (Interview with student of SMAN 21 Bandung, Tuesday, May 28, 2025).

A further insight came from a student who realized the role of youth in political discourse. "*I think this project taught me that politics isn't just for adults. We also have responsibilities as young citizens. Now I know how to speak up respectfully and listen too.*" This indicates the project's success in shifting students' perception of politics from passive to participative. Political literacy is not only about knowledge but also about positioning oneself as an agent in civic life something this project encourages (Interview with student of SMAN 21 Bandung, Thursday, May 30, 2025).

Putra and Patra (2023) emphasize that effective political education must be based on direct experience and interaction. This is in line with the research results of Yuliandari et al. (2023), which shows that the use of technology and classroom discussions can strengthen students political awareness and increase participation in public issues, especially in a digital era full of challenges of false information (hoaxes). This does not only apply to students but also applies to learners, where technology is used to find data for classroom discussions.

The British Parliamentary Debate sociodrama also encourages constructive political communication. Through formal debates, participants learn to present logical arguments, listen

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to their opponents opinions, and provide data-based responses. These interactions foster critical thinking and political communication skills. Putra and Patra (2023) mentioned that good political communication skills can strengthen peoples democratic participation, especially if supported by mastery of digital literacy. From the affective side, sociodrama participants showed empathy towards actual issues, such as state sovereignty and election integrity. This shows healthy emotional engagement, in accordance with the learning objectives of Pancasila and Citizenship Education in the Merdeka Curriculum to form students who reason critically, have integrity, and are active as citizens (Kemdikbudristek, 2022).

Learning through the British Parliamentary Debate format also reflects collaborative learning. Learners are trained to work in teams, share roles, strategize and build consensus. This is important in shaping citizenship competencies. In this context, political literacy is not only understood as knowledge, but also collective skills that can be honed through real practice. Research by Yuliandari et al. (2023) reinforces this, showing that lecturers who use social media and digital platforms in the learning process are able to increase students active and critical engagement in political discussions. This is also done by teachers today who utilize social media and digital platforms in learning. Overall, the British Parliamentary Debate sociodrama is a relevant, adaptive, and effective learning strategy to shape students as smart, critical, and participatory citizens.

This approach is highly relevant to the development of political literacy because it integrates various competencies such as critical thinking, collaboration, and argumentation with civic values. According to Jelita et al. (2023), the application of behaviorist learning theory in structured debate environments reinforces cognitive engagement and discipline in learners.
Furthermore, the alignment of debate-based learning with the goals of civic education has been emphasized by Hasanah & Sulha (2023), who argue that political education must equip students with applicable, real-world knowledge and prepare them to be active participants in democratic life. The British Parliamentary Debate format, through its role-playing and formalized argument structure, provides a practical platform for this educational purpose.

This effectiveness is further confirmed by Rahmayanti (2023), who asserts that Civic Education can serve as a medium to introduce students to their political rights and responsibilities in a democratic society. According to Wahyuni et al. (2023), the success of learning approaches like this also depends on the cognitive readiness of students to receive abstract political concepts and apply them contextually. In this regard, the BPD model provides a scaffolded learning environment where abstract civic principles are transformed into experiential learning.

Finally, as emphasized by Putra & Patra (2023), the digital age requires students to navigate complex information and political narratives. Debate-based learning, especially with formats like BPD, empowers students to critically evaluate sources and articulate reasoned arguments. This is crucial to developing not only civic knowledge but also digital political literacy. This is also in accordance with the study of Suoth et al. (2022), who argue that the application of Vygotskys constructivist theory in Indonesian language learning provides an ideal foundation for structured civic argumentation.

The relevance of such learning is also supported by Armawi & Raharjo (2024), who argue that civic literacy programs instill ethical citizenship and deepen political awareness among youth. As Retnasari et al. (2023) observe, the inclusion of civic simulations ensures educational inclusivity and encourages democratic behavior in diverse learning environments. This is in line with Munasib et al. (2023), who confirm that civic education rooted in national character building lays the groundwork for integrity and participation. Additionally, Istianah et al. (2025) emphasize the importance of fostering peace and inclusivity in schools through dialogic and participatory learning like parliamentary debates.

Figure 3. Photo with civic education Teacher

When I asked the Civic Education teacher about how the British Parliamentary Debate method contributes to political literacy in the classroom, the teacher responded enthusiastically, "*For me, the British Parliamentary Debate is not just about speaking skills. It encourages students to understand political systems, evaluate public policies, and think from different perspectives. That's the essence of political literacy. I've noticed that students who used to be indifferent to political issues now start following the news, quoting laws, and even questioning policies they don't agree with — respectfully and with reasons. That's a huge shift. This method makes political literacy more alive. Students are no longer memorizing definitions; they are practicing democracy in the classroom. I see that as a powerful way to prepare them to be responsible citizens*." (results of interview with civic education teacher at SMAN 21 Bandung, Friday, May 24, 2025).

DISCUSSION

The main finding of this study reveals that the integration of the British Parliamentary Debate and sociodrama project significantly enhances students political literacy. This improvement is evident across four dimensions: political knowledge, attitudes, participation, and critical thinking. Students not only demonstrated mastery of basic political concepts, such as democracy and human rights, but also showed active participation in discussions, tolerance toward opposing views, and the ability to critically analyze political information. These findings underscore that engaging and experiential learning methods are more effective than conventional strategies in shaping civic competence.

Compared to previous studies, this research offers distinct insights. For instance, Silvia et al. (2022) emphasized sociodramas impact on self-confidence and social sensitivity, while Anggraini and Wulandari (2021) found that project-based learning improves student engagement. However, these studies did not explore the combined use of drama and structured debate in civic education. Rosiana and Rahman (2023) highlighted the role of British Parliamentary Debate in enhancing argumentation and communication skills, yet did not consider its affective dimensions. Maldin et al. (2024) focused on debate training for English teachers but did not integrate civic content. Meanwhile, Bahtiar et al. (2023) explored Asian and British debate styles but limited their scope to university students. Lestari and Wicaksono (2022) showed that BPD simulations can increase participation in academic discourse, yet lacked affective indicators. Iswardhana et al. (2023) emphasized political socialization in schools, but did not include performance-based learning models. Finally, Hasanah and Sulha (2023) discussed political education as a pathway to democratic awareness, but did not offer specific methodological innovations. Thus, this study contributes by demonstrating how the fusion of structured debate and role-playing can foster political literacy holistically.

The implications of this study are twofold. Pedagogically, the integration of BPD and sociodrama provides a student-centered, reflective, and contextual approach aligned with the Merdeka Curriculum. It encourages collaboration, empathy, and argument-based reasoning, supporting the development of democratic attitudes and civic skills. This model also allows educators to assess not only students cognitive understanding but also affective growth and behavioral participation. At the policy level, the findings suggest that civic education must

prioritize active and participatory methods to respond to challenges in political engagement, particularly among first-time voters in the digital era.

Nonetheless, the study has limitations. First, it was conducted in a single class at one school, which may limit the generalizability of the results. Second, while the instruments used were suitable for qualitative exploration, the absence of quantitative validation (e.g., pre- and post-tests) constrains the measurement of political literacy growth. Third, student performance in debate and sociodrama may be influenced by factors such as prior experience, confidence, and group dynamics, which were not controlled in this study. Lastly, environmental distractions during role-play were noted as a challenge for some participants.

Future research should expand the implementation of BPD sociodrama across diverse educational settings, including different grade levels and school types, to validate its broader applicability. A mixed-method approach involving quantitative instruments could offer stronger evidence of impact. In addition, further exploration is needed to examine long-term effects on students civic engagement beyond classroom settings. Research may also explore the integration of digital platforms into debate and sociodrama activities to enhance political discourse in online civic spaces.

CONCLUSION

This study concludes that the integration of the British Parliamentary Debate with the sociodrama project significantly enhances student political literacy in senior high school civic education. Students demonstrated growth across four key dimensions: political knowledge, political attitudes, participation, and critical thinking. The debate-based sociodrama method effectively engaged learners cognitively, affectively, and behaviorally through participatory, dialogical, and contextual experiences. Furthermore, the findings support the relevance of this method in the implementation of the Merdeka Curriculum by aligning with its emphasis on student-centered and inquiry-based learning. The combination of role-playing and structured debate nurtures democratic dispositions and civic skills among students, contributing to the formation of critical and responsible citizens. It is recommended that educators adopt and further develop this approach to enrich civic education practices. Future research may expand on this model across diverse school contexts and explore its long-term impact on students civic engagement beyond the classroom.

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