Indonesian Journal of Education and Social Humanities

Application of the Role Playing Learning Model to Improve Student Learning Outcomes

Isma Aida Fitria ✉, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia
Darmiah, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

✉ *170209111@student.ar-raniry.ac.id*

Abstract: Every learning process has certain goals and targets. Learning outcomes are one of the targets whose achievements must be evaluated. This research aims to improve student learning outcomes through role playing models. This research is classroom action research. The model used is the Kemmis & Mctaggart model with four steps, namely planning, implementation, observation and reflection. The subjects of this research were elementary school students. Data was collected using observation and test techniques. The data obtained was then analyzed using descriptive statistical techniques and then compared with indicators of research success. The research results show that the role playing model can improve student learning outcomes. This is proven by the increase in student learning outcomes in each cycle, with details in the first cycle the percentage of completion reaching 60% and in the second cycle reaching 80%. This research was stopped in the second cycle because the research success indicators had been achieved. Based on the results of this research, the role playing model can be used as a reference model that can help improve student learning outcomes.

Keywords: role playing, learning outcome, primary school.

INTRODUCTION

Educating is making a deliberate effort, with the help of well-thought-out strategies, to bring out existing abilities. Through teaching, training, and research, education requires an understanding of how collective bodies of knowledge are passed from one generation to another (Santrock, 2011; Schunk, 2012; Wolfolk, 2016). In the world of education, there is learning which can be interpreted as a system with interconnected parts or as a deliberate effort by the instructor to facilitate students' understanding of scientific principles (Pane & Dasopang, 2017). In a classroom atmosphere, students and teachers will work together using various learning materials to complete assignments and assessments (Lubis, 2019). In other words, learning is a process that teachers go through to ensure their students are able to learn effectively. It's all about facilitating the acquisition of information and skills so students can develop positive attitudes and achieve their goals.

In the elementary school curriculum, students will study social sciences which include topics such as humans, location, climate, socio-cultural systems, economics, welfare, and time, change and continuity (Hilmi, 2017). To help students become

knowledgeable and dignified Indonesian citizens, social science classes will provide them with direction, guidance, and support. Social sciences are interdisciplinary academic disciplines that take a holistic view of societal symptoms and problems (Subhi, 2016). Teachers must be able to make the classroom a friendly, interesting and safe place for children to learn to help them develop their social skills (Dasopang et al., 2023).

Although it covers some basic scientific topics related to social concerns, most students find that the social sciences curriculum places too much emphasis on memorization and not enough on critical thinking (Jumriani et al., 2021). The teacher's delivery of material may seem dry and theoretical, and the absence of interesting media can contribute to students' perceptions that social studies classes are boring and uninteresting (Andini et al., 2021). To prepare students to participate actively in society, the social studies curriculum must focus on building students' knowledge, understanding, and analytical abilities in relation to the realities of society. Therefore, in order for students to gain meaningful knowledge, it is necessary to include the teaching and learning process in basic social science education.

Educators strive to use a variety of models and strategies in the classroom to keep students engaged and interested in what they are learning (Silvia et al., 2023). To inspire their students to think critically and creatively, effective educators value their students' efforts and feedback, and they provide constructive criticism and praise when necessary (Darmadi, 2016). Therefore, it is very important for educators to use various pedagogical principles, teaching strategies, and media to provide rich and varied learning opportunities to their students (Indriani, 2015).

When students are engaged and like what they are learning, they are more likely to retain the information and use it effectively in everyday life (Dasopang et al., 2022; Lubis et al., 2022). Teachers can use various models, approaches and learning strategies to make social science learning more interesting and less repetitive for their students (Fadhilaturrahmi & Ananda, 2018). This means that various models and methods can be useful for teachers in clarifying the delivery of material and helping them in the classroom. Additionally, they can direct students' attention to the material, which is important for effective teaching. information provided.

The success of students' cognitive, emotional and psychomotor learning depends on the teacher's ability to choose the right learning model, which is an important component of any effective learning system (Lubis et al., 2022). This goal is achieved by directing the learning model to focus more on the process. As learning designers, educators have the authority to choose learning models and approaches that are in line with the content and underlying pedagogical principles. Because students will be more engaged in class when taught using an interesting model or approach, which ultimately influences their performance in social studies classes.

This problem can be overcome by using student-centered learning models or activities that emphasize the learning process and class activities that children like (Lubis, 2023). The role-playing learning strategy is a strategy that may be successful in increasing students' retention and application of knowledge (Rozi & Firdausiah, 2021). Students are more active in participating in the role-playing learning model both while and after listening to or performing drama, compared to when studying alone. Apart from teaching students to be self-disciplined, persistent, creative and communicative, role playing learning techniques help them understand and assess the big picture concepts of the material. The social studies class in "Social Interaction and Natural Environment Interaction" uses a role-play learning style to help students identify, analyze, and understand the many ways humans interact with nature.

Students can work to develop their social skills, increase their empathy, and learn self-reflective social ideals through role acting. As a result, students can fully immerse themselves in the role they are performing and achieve the necessary level of empathy with the role-play model. Students understand the meaning of roles, are aware of the fact

that different individuals play different roles, and reflect on their own and others' behavior through role acting.

Based on the problems above, researchers are interested in conducting research in improving learning outcomes in Social Sciences lessons for elementary school students by applying the role playing method. With this method students can become actors or part of the learning.

METHODS

The type of research used in this research is classroom action research. Classroom action research, often called PTK, is a type of research that documents the steps taken and the results of implementing CAR in the classroom with the aim of improving student learning. The four typical steps of classroom action research are as follows: (1) planning, (2) implementation, (3) observation, and (4) reflection. However, various experts provide alternative charts for this process.
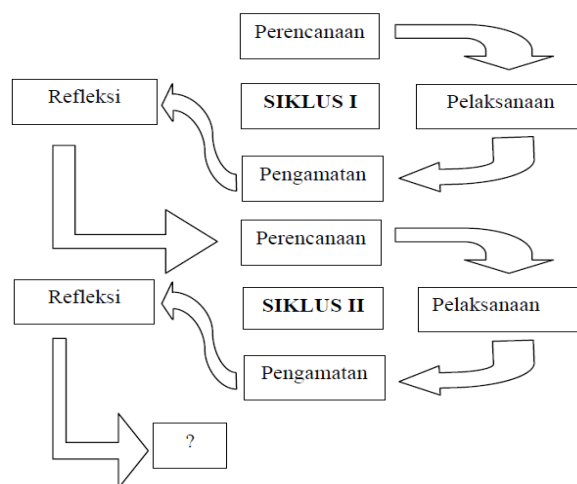
FIGURE 1. *Research Design*

Each cycle has four steps, as shown in the image above. The four stages are preparation, implementation, evaluation and reflection. In this study the number of cycles was modified based on the results of each cycle. At least two rounds of study were conducted. A third cycle may be entered if the results are still far outside the norm. There are three cycles totaling eight hours of class time: the first cycle consists of two face-to-face meetings lasting four hours, the second cycle consists of two more face-to-face meetings, and finally the third cycle is anticipation. lasting two hours, with one face-to-face meeting. If in the first cycle, which starts at the first meeting and ends at the third meeting, there is an increase in learning activities, then the second cycle will continue. The learning process is the focal point of this investigation, therefore it is carried out as it should be. This will be a benchmark for measuring the results of the first cycle learning throughout the second cycle of learning. Now we know for sure whether there has been an improvement.

This research will focus on ten class V students of the Anoe Itam Islamic State Madrasah in Sabang, Aceh-Indonesia, all of whom meet the criteria outlined in the author's problem statement.

The data collection techniques used in this research were observation and tests. Observations are used to measure teacher and student learning activities, while tests are used to measure student learning outcomes. The type of observation used is non-participant observation, while the type of test used is a multiple choice test. The data obtained was then analyzed using descriptive statistical techniques. The results of data analysis are then compared with indicators of research success.

RESULTS

FIRST CYCLE
The first stage carried out in this first cycle is the planning stage. At this stage, the researcher has laid the foundation for the research process. Learning planning and creating Student Worksheets is the initial stage of this preparation process. In this lesson planning, we will cover the basics of deeper exploration of students' prior knowledge, setting clear learning goals, and encouraging students to make healthy eating a priority in their lives. The second step, the core of the process, is for students to work in small groups to practice role acting. After playing the role, students will be asked questions about nutritious food which are presented in multiple choice form. Research tools such as observation sheets and activity sheets for instructors and students will be prepared at the planning stage.

The next stage after the planning stage is the implementation stage. Monday, October 16 2023 is the day when the implementation phase of this cycle takes place. After the plan and learning stages have been prepared, implementation can begin. Preliminary, core and closing activities are three stages that form a learning activity. By using a role play learning methodology, these activities were carried out. At the end of the lesson, a test is carried out to measure student learning outcomes. Student learning results in the first cycle showed that 60% of students were in the complete category, while the other 40% were in the incomplete category. Based on the specified indicator of research success, namely the percentage of completion ≥80%, the learning outcomes have not met the set target. Therefore, it is necessary to carry out a follow-up cycle with several improvements analyzed at the reflection stage.

The observation stage is also carried out to observe student learning activities. An instrument in the form of an observation sheet is used by two observers to assess the skills of teachers and students. The homeroom teacher of class V MIN Anoe Itam Sabang, paid attention to the instructor's expertise. At the same time, observers who are other colleagues or a team of collaborators observe the students' learning activities. An important component of any learning activity is the analysis of the actions taken by both teachers and students to put that knowledge into practice.

The final stage of this first cycle is the reflection stage. This stage aims to analyze the results and evaluate the implementation process of the first cycle. The evaluation results will certainly produce recommendations for improvement for the next cycle. From what was obtained in the first cycle, there are still many things that could be done better to improve student learning outcomes. If you are lucky, in the next cycle there will be an increase in learning completeness compared to this first cycle. Researchers will find out what needs to be improved and then make the necessary changes. Some improvements that need to be made are 1) Apart from preparing material more thoroughly and in detail and being able to control the class so that it is more conducive to group work, students must also be able to pre-condition the class, involve all group members in role playing, and create an environment. that encourages enthusiasm for learning; 2) In relating the material to daily activities, the process uses question and answer sessions and uses simple and straightforward language. Students can form groups according to their numerical calculations. Additionally, it fosters an environment of mutual respect among students and encourages them to speak up in class; and 3) The teacher asks students questions to find out the problems that make students difficult in social interaction and environmental interaction material.

SECOND CYCLE
Research on role playing learning models is still being carried out and this cycle is a continuation of that process. Research on the effectiveness of the role playing learning model in improving student learning outcomes began in the second cycle, when researchers were motivated by reflections from the first cycle to improve the teaching and

learning process through the use of this model. Planning, implementing, observing and reflecting are the four steps that make up this cycle, which is identical to the first cycle.

The first stage in this second cycle starts from the planning stage. Researchers provide a basis for carrying out research at this stage. At this point, the researcher has laid the foundation for the research process. Learning planning and creating Student Worksheets is the initial stage of this preparation process. In this lesson plan, we will discuss the basics of deeper exploration of students' prior knowledge, setting clear learning goals, and encouraging students to make healthy eating a priority in their lives. The second step, the core of the process, is for students to work in small groups to practice role playing. After playing the role, students will be asked questions about nutritious food which are presented in multiple choice form. Research tools such as observation sheets and activity sheets for instructors and students will be prepared at the planning stage.

The next stage is the implementation stage. The implementation phase of this second cycle is scheduled for Tuesday 17 October 2023. After the planning and learning stages have been prepared, implementation can begin. Preliminary, core and closing activities are three stages that form a learning activity. By using a role play learning methodology, these activities were carried out. At the end of the lesson, a test is carried out to measure student learning outcomes. Student learning results in this second cycle show that 80% of students are in the complete category, while the other 20% are in the incomplete category. Based on the determined indicator of research success, namely a completion percentage of ≥80%, the learning outcomes have met the set targets. Therefore, there was no need to carry out further cycles in this research, and the research was stopped in this second cycle.

In the second cycle observation stage, the observation sheet was used by two observers to assess teacher and student competence. The class teacher and colleagues who are a team of research collaborators are observers of the students' and teachers' skills, respectively. An important component of any learning activity is the analysis of the actions taken by both teachers and students to put that knowledge into practice.

At the end of the second cycle, it is closed with reflection activities on the research results. This stage aims to analyze the results and evaluate the implementation process of the second cycle. The evaluation results will certainly produce recommendations for improvement for the next cycle if needed. The research results clearly demonstrate the efficacy of the role-playing approach in learning. This is because the teacher's activities in the second cycle were very good and the students' activities showed that they were actively involved in the learning process. At the same time, learning outcomes taught using a role-playing approach are better. Researchers decided not to continue to the next cycle after analyzing student learning results which showed a completeness level of 80%.

DISCUSSION

A student's final grade after an assessment is known as the learning outcome. Researchers gave a post-test consisting of ten multiple choice questions to students to evaluate the efficacy of role-playing learning. In each two cycles, a percentage formula is used to process data collected from student test results. We use analysis of individual and traditional test scores to determine whether learning is complete or not.

At the Anoe Itam Sabang Islamic state School, the Minimum Completion Criteria is set at 80% for classical completion and 75 for individual completion. If a student's score is close to 75 or exceeds the minimum completion criteria that have been set, he is considered to have successfully completed his education. There were six students in the sufficient category who had completed the first cycle of learning and four students had not yet completed it. Because the classical learning category requires eighty percent completeness, in the first cycle there were no students who achieved learning completeness. This is because in the first cycle learning process there were still several challenges. One of them is the role of the teacher which is not yet optimal according to

learning. Teachers play an important role in a learning process (Rianti & Mustika, 2023). Furthermore, Nurhidayah (2015) stated that the teacher's role in learning is not only as a transmitter of material, but also as a facilitator and evaluator who analyzes the course of learning from beginning to end.

There was an increase in the proportion of students who completed their studies in the second cycle. Specifically, 80% of students or 8 out of 2 students are in the very good group. The research results show that the level of student learning completion in the second cycle is usually high, down to 80%. There was an increase of 20% from the first cycle to the second cycle. The increase occurred because students' involvement in learning using the role playing method was getting better. A student-centered learning process will have a very good impact on efforts to achieve learning goals (Ningsih et al., 2023). Furthermore, Lubis et al. (2021) stated in their findings that students' interest in learning can foster learning motivation so that learning goals can be achieved easily.

The data above shows that the role play learning paradigm applied in class V of the Anoe Itam Sabang State Madrasah Ibtidaiyah has brought an increase in the average level of fulfillment of student learning outcomes. Thus, the results of social science learning based on the role-playing paradigm are comprehensive.

CONCLUSION

The research results show that the role playing model can improve student learning outcomes. In the first cycle learning results using the role-playing model, six students were deemed to meet the criteria for satisfactory completion (percentage 60%), while four students did not meet the criteria for satisfactory completion (percentage 40%). The second cycle experienced an increase which was considered very good, namely 8 students achieved completeness individually with a percentage of 80% and only 2 students had not achieved completeness with a percentage of 20%.

REFERENCES

Andini, S. R., Putri, V. M., Devi, M. Y., & Erita, Y. (2021). Mendesain Pembelajaran PKn dan IPS yang Inovatif dan Kreatif dengan Menggunakan Model Pembelajaran pada Tingkat Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 5671–5681.

Darmadi, H. (2016). Tugas, Peran, Kompetensi, dan Tanggung Jawab Guru Profesional. *Edukasi: Jurnal Pendidikan*, *13*(2), 161–174. https://doi.org/10.31571/EDUKASI.V13I2.113

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, *14*(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, *79*(1), 1–7.

Fadhilaturrahmi, F., & Ananda, R. (2018). Evaluasi Pembelajaran IPS Berbasis Taksonomi Bloom Dua Dimensi di Sekolah Dasar. *Jurnal Basicedu*, *1*(2), 12–21.

Hilmi, M. Z. (2017). Implementasi Pendidikan IPS dalam Pembelajaran IPS di Sekolah. *Jurnal Ilmiah Mandala Education*, *3*(2), 164–172.

Indriani, F. (2015). Kompetensi Pedagogik Guru dalam Mengelola Pembelajaran IPA di SD dan MI. *Fenomena*, *7*(1), 17–28.

Jumriani, J., Syaharuddin, S., Hadi, N. T. F. W., Mutiani, M., & Abbas, E. W. (2021). Telaah Literatur; Komponen Kurikulum IPS di Sekolah Dasar pada Kurikulum 2013. *Jurnal Basicedu*, *5*(4), 2027–2035.

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, *11*(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, *12*(2), 210–222.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *12*(1), 41–53.

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(2), 215–226.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1888–1903.

Nurhidayah, D. A. (2015). Pengaruh Motivasi Berprestasi dan Gaya Belajar terhadap Prestasi Belajar Siswa pada Mata Pelajaran Matematika SMP. *Jurnal Dimensi Pendidikan Dan Pembelajaran*. https://doi.org/10.2426/dpp.v3i2.

Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(2), 333–352.

Rianti, E., & Mustika, D. (2023). Peran Guru dalam Pembinaan Karakter Disiplin Peserta Didik. *Murhum: Jurnal Pendidikan Anak Usia Dini*, *4*(2), 360–373.

Rozi, F., & Firdausiah, F. (2021). Implementation of Role-Playing Games in Overcoming Introverted Children. *AL-ISHLAH: Jurnal Pendidikan*, *13*(2), 1394–1402.

Santrock, J. W. (2011). *Educational Psychology* (5th ed.). McGraw-hill Companies.

Schunk, D. H. (2012). *Learning Theories: An Educational Perspective*. Pearson Education Inc.

Silvia, I., Oviana, W., & Lubis, A. H. (2023). Improving Learning Outcomes of Elementary School Students by Using Mind Mapping Models with Audio Visual Media: A Classroom Action Research. *Jurnal Pendidikan Profesi Guru*, *1*(2), 41–53.

Subhi, M. B. (2016). *Implementasi Pendidikan Karakter dalam Membentuk Sikap Sosial Peserta Didik melalui Pembelajaran IPS Terpadu Kelas VIII D di SMPN 1 Purwosari*. Universitas Islam Negeri Maulana Malik Ibrahim.

Wolfolk, A. (2016). *Educational Psychology* (13th ed.). Pearson Education Inc.