

Improving Student Learning Outcomes through the Role Playing Method in Lesson IPS

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Abstract

The purpose of this study is to improve the social studies learning outcomes of students in the material of events surrounding the proclamation through the role playing method in grade V students in the even semester of the 2022/2023 academic year. This research method is classroom action research that follows the model of Kurt Lewin. Data were collected through tests, interviews and observations. The results showed an increase in social studies learning outcomes which can be seen from the average value and percentage of student learning completeness. The average value in the initial condition was only 51.57, increased in cycle 1 to 68.68, increased again in cycle II to 74.21 and increased again in cycle III to 82.89. The percentage of learning completeness in the initial condition was only 27%, increased in cycle I to 52.6%, increased again in cycle II to 68.4% and increased again in cycle III to 84.2%. Thus, the completeness of classical learning outcomes has been successfully achieved according to the initial target, namely 75% of students get more scores than the predetermined KKM. This study concluded that learning events surrounding the proclamation using role playing methods can improve social studies learning outcomes of students.

Keywords: role playing, learning media, social studies understanding.

1 INTRODUCTION

Education is an effort that is carried out consciously, through planning that has been arranged by taking into account various aspects, in order to develop various kinds of existing potentials. (Firdianti, A. (2018)

Education is the learning of knowledge, skills, and habits of a group of people that are passed from one generation to the next through the stages of teaching, training or research. In the world of education there is a learning. Learning is a system, consisting of various components that copy related to each other. (Mulyani, F., & Haliza, N. (2021)

So, learning can be said to be a process of interaction between students and educators and learning resources in a learning environment. Learning is an aid provided by educators so that there can be a process of acquiring knowledge and knowledge, as well as the formation of attitudes and trust in students. In other words, learning is a process to help students learn well.

Social sciences (IPS) in elementary education units contain studies of people, place and environment, socio-cultural systems, economic behavior and welfare, as well as time, sustainability and change. Through social studies lessons, students are directed, guided and assisted to become effective Indonesian citizens. Social studies as one of the fields of study that studies and analyzes and analyzes symptoms and social problems in society in terms of various aspects of life in an integrated manner. To build the ability of students in community life, teachers are required to be able to create an interesting, comfortable and safe learning atmosphere. (Nofiturrohman, F. 2015)

Social studies subjects are one of the subjects that discuss basic science related to the interests of social interests, which are more concerned with understanding, memorization, and not logical thinking, so they tend to be less popular with most students. Students consider social studies lessons as monotonous and lacking variety, especially if in their delivery the teacher teaches monotonously, theoretically and does not use interesting media. Therefore, social studies subjects need to be designed by developing knowledge, understanding, and analytical skills of the social conditions of the community in entering a dynamic community life. Thus, the teaching and learning process and various aspects that accompany elementary social studies learning are required to provide meaningful understanding for students. (Nani Rosdijati : 2020)

In the learning process, a teacher tries to be able to create and use various methods so that learning is not boring for students. Good teachers, appreciate every effort made by students and appreciate the work of students, and provide stimulation or encouragement to students to be able to make and think, while producing creative works and thoughts. Therefore, a teacher needs to use various learning models, methods and media, and provide a variety of learning experiences through interaction with learning content or materials. (Suprihatin, S. 2015)

The fun learning process is one of the factors that can support the success of a learning because when learning is done in a fun way, the material learned will be easily accepted and understood well by students. So that social studies learning is not monotonous and more varied, various methods, methods or ways of learning can be applied by teachers. The purpose of using various learning methods or methods is useful for clarifying the delivery of material and to overcome teachers in teaching, in addition to directing the attention of students to focus more on the subject matter delivered. (Dedi Rizkia Saputra 2015)

Learning methods play an important role in the series of learning systems, for that it requires intelligence and teacher proficiency in choosing learning methods, so that learning goals both cognitively, affectively and psychomotor can be achieved. So the learning method is directed to achieve these goals, namely by putting more emphasis on the process itself. Based on initial observations made by researchers at MI Al Khairiyah Depok class V, especially in social studies teaching and learning activities, it can be seen that students still do not show a good response in participating in learning. In learning, most students still look difficult in understanding the teaching material, because of the lack of involvement of students in learning, and they are easily bored due to learning and learning atmosphere that is less interesting so that such things cause student learning outcomes to decrease and low.

Teachers as learning designers can actually choose learning methods or methods that are in accordance with the material and learning strategies used to support the completeness of material presentation. Because, with an interesting learning method or method, it will certainly make students enthusiastic in following the lesson, so that it will also have an impact on learning outcomes in social studies subjects.

To overcome these problems, learning methods or activities are needed that prioritize the learning process and prioritize fun activities for students in the classroom or often known as student centered. One of the right learning methods to improve student learning outcomes is to use role playing learning methods. (Drs. Rusman, M.Pd. 2019)

In the role playing learning method, students will be more active during and after demonstrating drama or listening to a play, compared to if students learn individually. Through the role playing learning method, students can also better understand and appreciate the content of the material as a whole and students are also educated for discipline, hard work, creative and communicative. Through the role playing learning method in social studies lessons in the material "Around the Proclamation", students will be trained from an early age to recognize, understand and understand the figures of the proclamation event.

Role playing is designed to help learners learn social values that reflect in them, foster empathy for others, and try to develop social skills. So with the role playing method

students can live what role is played, able to put themselves in the situation of others desired by the teacher. (Yanto, A. 2015)

Based on the results of interviews with class V teachers consisting of two classes, namely VA and VB, researchers are interested in conducting research in VA classes. This is because there is a significant comparison of student learning outcomes seen from the scores obtained. There are 13 students out of 19 students who have not achieved scores above KKM in class V, while in class VB there are only 8 students who have not achieved KKM for social studies subjects. Judging from the achievements, class V students are lower than class VB.

In social studies learning activities in class V when researchers conducted observation activities at MI Al Khairiyah Depok, it was seen that the condition of students was not conducive because the majority of students were not interested in participating in social studies learning. The majority of learners choose to be quiet and look down when the teacher gives them the opportunity to ask questions. Seeing this, researchers concluded the following: 1) Teachers lack precise media used 2) teachers teach with classical lecture methods 3) the majority of students become passive at the time of learning because the teacher is more dominant to speak, 4) learning conditions are less pleasant, and V) student learning outcomes are low.

From these problems, researchers and teachers work together to play a role and find solutions to the above problems. Therefore, researchers are interested in improving student activities and learning outcomes both cognitively related to knowledge or memory of students, affective related to students' attitudes when participating in learning, psychomotor students related to students' motor skills by applying role playing methods through documentary film media. The application of the role playing method with documentary film media is expected to improve the social studies learning process, namely: 1) teachers can use interesting learning media, 2) teachers teach with interesting methods, 3) students are actively involved, 4) learning conditions are pleasant and V) student learning outcomes increase. Role Playing method (role playing) is a learning method where students play a role or play a role in dramatizing social problems

Through role playing, learners learn to use the concept of roles, and be aware of different roles and think about their behavior and the behavior of others. Based on the background described above, the researcher is interested in conducting a research entitled "Efforts to Improve Student Learning Outcomes through the Role Playing Method in Social Studies Event Material Surrounding the Proclamation of Class V MI Al Khairiyah"

2 RESEARCH METHODS

This research is a classroom action research. Action research in the field of education is carried out in the classroom area with the aim of improving and improving the quality of learning. Briefly, PTK can be defined as a form of reflective research review by taking certain actions in order to improve and improve learning practices in the classroom more professionally.

As for this study, the problem in the field is the low social studies learning outcomes of class V students MI Al Khairiyah. While the alternative solution is to apply the role playing method.

Looking further, PTK is a scientific activity consisting of:

- a. Research is an activity to examine an object, using methodological assistance to obtain useful data or information to improve the quality of something that interests and is important to researchers.
- b. Action is a movement of activities that are deliberately carried out with a certain purpose which in research is formed a series of activity cycles.
- c. A class is a group of students who are the same and receive the same lessons from a teacher. (You Juanda, A. J.2016)

Meanwhile, according to Ruswandi, Hermawan explained that action research is a form of self-reflection investigation carried out by research in social situations (including education) to improve rationalization and social justice or educational practice, practice understanding, practice situations, it is very rational for researchers to collaborate, although it is often done alone and sometimes done with others. (Ruswandi Hermawan 2007)

Based on some of the opinions above, it can be concluded that PTK is an action research conducted by teachers (as researchers) on a real problem encountered during learning in order to improve the quality of learning on an ongoing basis and the quality of education in a broad sense or to improve learning practices to be more effective.

This research will be a collaboration between researchers and classroom teachers. Researchers plan, monitor, disfigure, and collect data, then analyze the data and end up reporting the results of their research. While the class teacher acts as an executor of actions as designed by researchers.

3 RESULT AND DISCUSSION

Learning activities using the role playing method are carried out in III cycles. This research was assisted by peers. What is needed in the study is 2 months.

A. Research Results

This research was conducted in 3 cycles, each cycle was 2 learning meetings. In each cycle, researchers have prepared questions in the form of double questions and essays. In cycle 1 there are 10 double questions 5 essay questions, cycle 2 as many as 10 double questions 5 essay questions, and cycle 3 as many as 10 double questions 5 essay questions. The learning process in cycles 1, 2, and 3 uses the role playing method, namely role playing.

Pre-cycle results

Based on the results found by researchers from pre-cycle implementers of 19 grade III students, only 5 people achieved completeness scores (27%) while the remaining 14 people were incomplete (73%). The class average score of 60% is still far from the KKM score (minimum completeness criteria) which is 70. Learning conditions in the classroom directly affect the learning outcomes of students, with that the researcher intends to conduct classroom action research using the role playing method. Based on observations, it is known that some of the things are:

The face-to-face conditions that have just begun make the classroom atmosphere not yet conducive

Teachers are poorly prepared before teaching

Teachers use the lecture method more

Teachers teach not to use interesting media

The things stated as above that may cause various problems in social studies learning, including the following:

The classroom atmosphere is crowded with chatter

Students are sleepy during learning

Students easily forget the material taught

Learners tend to be passive and monotonous

It is necessary to apply other methods that are more in accordance with the problems faced, one of which is the application of experimental methods. The experimental method will be applied to a class action research starting from cycle I as a starting point.

Results of cycle I

From the results of the implementation of actions in cycle I, there is an increase in student learning outcomes when compared to pre-cycle results, but the increase has not been maximized, because the percentage of learning completeness only reached 52.63%,

meaning that from 19 students there are still 9 students whose scores have not reached KKM and 10 students whose scores are above KKM. So it is necessary to revise learning in an effort to improve social studies learning outcomes in the next learning. In cycle I after observing learning actions in the classroom, then reflection is carried out on the class actions that have been carried out.

In the activities in cycle I obtained the following reflection results:

1. Students have not fully participated actively in learning activities.
2. Time to practice for students is increased so that there is no traffic jam during role playing.
3. A total of 9 students (47.36%) have not reached KKM (value<70).
4. The number of students who reach KKM is less than 75%. Students who achieved KKM or completed learning were 10 students (52.63%).

Cycle II results

From the results of the implementation of actions in cycle II, it can be seen that the learning process carried out by researchers has run better. However, the increase has not been maximized, because the percentage of learning completeness only reached 73.68%, meaning that from 19 students there are still 6 students whose scores have not reached KKM and 13 students whose scores are above KKM. So it is necessary to revise learning in an effort to improve science learning outcomes in the next learning. In cycle II after observing learning actions in the classroom, then reflection is carried out on the class actions that have been carried out.

In the activities in cycle II, the following reflection results were obtained:

1. The test results show that there are still 6 students who have not completed and the completion of learning is only 73.68%. So that the completeness of learning is still far from the predetermined standard.
2. Students lack cooperation in terms of role playing, because there are still students who do not understand the timing of their roles.
3. Each group of learners is less serious about playing their character.
4. Class order is still a problem
5. When the test was carried out, there were still some students who saw their friends' answers.

III cycle results

From the results of the implementation of actions in cycle III, it can be seen that the learning process carried out by researchers has run well. Student learning activities and social studies learning outcomes of grade III students have increased. The average student learning outcomes have reached 82.89, with the percentage of completeness of student learning outcomes has reached 84.21%. From the reflections that have been carried out in cycle III, researchers must complete research in cycle III because the target has been achieved.

B. Discussion

Based on the conditions at that time, researchers collaborated with teachers to apply role playing methods to social studies subjects. The choice of role playing method is due to the advantages it has. The role playing method is a way of mastering learning materials through the development of students' imagination and passion. In this method, the development of imagination and passion is carried out by students by acting them as living figures and inanimate objects. The development of imagination and passion makes students able to better understand the material or concepts learned.

The use of role playing methods in social studies subjects is appropriate because the characteristic of social studies education learning is to emphasize the educational aspect, namely students are expected to gain an understanding of concepts and develop and train their attitudes, values, morals, and skills based on the concepts they already have. The use of the role playing method is due to the advantages of using the method itself, namely students are more interested in their lessons through playing their own roles, they easily understand these social problems through role-playing as others, students can place

themselves like the disposition of others, and students can feel the feelings of others so as to foster mutual attention.

Based on the results of observations and evaluation tests of learning outcomes carried out by students, it can be seen that there is an increase in student learning activities and an increase in student learning outcomes during Preaction, Cycle I, Cycle II and Cycle III. The average value in the initial / pre-action condition was only 51.57, increased in Cycle I to 68.68, increased in Cycle II to 74.21 and increased again in Cycle III to 82.89. An increase in the average score indicates that the learning value of students has increased. In addition, increasing the value of students also has a positive impact on increasing the number of students who complete learning. The increase in classical learning completeness can be seen from the increase in the percentage of students who have been completed. The percentage of learning completeness in the initial / pre-action condition was only 27%, increased in Cycle I to 52.6%, increased in Cycle II to 68.4% and increased again in cycle III to 84.2%.

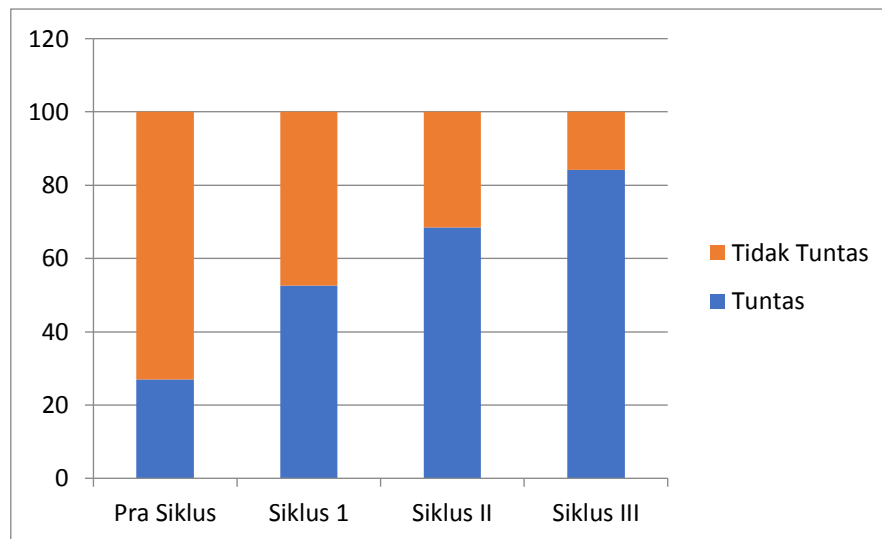
Student activities and learning outcomes have increased because students feel interested in applying learning with role playing methods because this learning method is a fun game for students. This is in accordance with Hamdani's theory which states that the role playing method is a method applied through games and games are a pleasant experience for students.

The average score of students has increased because the role playing method is one method that can increase students' understanding of the subject matter. The role playing method can be a means for students to explore the material in the subject in various ways.

The increase shows that student learning motivation increases so that it has an impact on the learning outcomes of students who have increased. The increase has reached the specified success indicators. The value of individual learners has improved quite well. This makes the average grade point and the percentage of classical completion also increase. With this increase, it is proven that the application of role playing methods can improve student learning outcomes.

The results of this study support the results of research that shows that the application of role playing methods has succeeded in improving the learning outcomes of class V students of MI Al Khairiyah. The increase in learning outcomes can be seen from the increase in the average score of students and an increase in the percentage of students who obtain complete scores. The increase in the average score and the number of students who obtained scores in the complete category proves that the application of the role playing method can improve social studies learning outcomes in grade V students of MI Al Khoiriyah Depok. For students who obtain incomplete grades, evaluation questions will be given as improvements or remedies.

Gambar 1. Grafik Ketuntasan Belajar



4 CONCLUSION

Learning improvement activities as many as 3 cycles of class V social studies subjects, the subject matter of events surrounding the proclamation through the role playing method at MI Al Khairiyah in the even semester of the 2022/2023 academic year were successfully carried out well and the results were quite satisfactory. Improving student learning outcomes and increasing student motivation following learning in each cycle really makes researchers and teachers learn a lot. For the sake of improving learning outcomes, teachers spend a lot of time being patient in choosing to learn the right methods and teaching aids according to the material taught.

And after the author carries out learning improvements in social studies lessons, the subject matter of events surrounding the proclamation through this role playing method, the author can draw conclusions.

1. The application of the role playing method in social studies subjects of events surrounding the proclamation at MI Al Khairiyah can foster student learning motivation so that student learning outcomes increase.
2. Learning outcomes in the form of average scores in the initial / pre-action conditions were only 51.57, increased in Cycle I to 68.68, increased in Cycle II to 74.21 and increased again in Cycle III to 82.89. The percentage of learning completeness in awa/pre-action conditions was only 27%, then increased in cycle I to 52.6%, increased in cycle II to 68.4% and increased again to 84.2% at the end of cycle III.
3. The role playing method can also be applied to other subject matter.

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