

The Effect of Role Playing Method on Student Learning Outcomes in Social Studies Lessons in Grade IV Elementary School

Manan^{1*}, Fazman², Kamarudin³

^{1,2,3}Universitas Muhammadiyah Buton, Baubau, Indonesia

*Corresponding Author: rajataaladzan@gmail.com email, TNR 11 regular

Article history

Received : 2022-10-09

Accepted : 2022-12-12

Published : 2023-01-13

Keywords:

Role Playing
Method, Learning
Outcomes, Social
Studies

Abstract: The Effect of *Role Playing* Method on Student Learning Outcomes in Social Studies Lessons in Grade IV Elementary School. The goal to be achieved by the researcher is to determine the influence of the *role playing* method on student learning outcomes in social studies lessons in grade IV SD Negeri 2 Talaga Raya, Talaga Raya District, Central Buton Regency. The data collection method in this study used observation, tests and documentation. The research instrument is in the form of validity of learning outcomes tests and validity of observation sheets. The data analysis techniques used are descriptive and learning outcomes. The results showed that there was a significant influence on the learning outcomes of experimental class students who received special treatment with the *Role Playing* method compared to classes that were treated with regular learning using varied lectures. The results of affective observations in the experimental class were in the score range of 18.71 which means it was in the high category and the control class was in the score range of 11.9 which means it was in the low category. The experimental class obtained an average improvement in learning outcomes of 19.1 while the learning outcomes in the control class increased by an average of 9.35.

Abstrak: Pengaruh Metode *Role Playing* Terhadap Hasil Belajar Siswa Pada Pelajaran IPS di Kelas IV SD. Tujuan yang ingin dicapai oleh peneliti adalah untuk mengetahui pengaruh metode *role playing* terhadap hasil belajar siswa pada pelajaran IPS di kelas IV SD Negeri 2 Talaga Raya Kecamatan Talaga Raya Kabupaten Buton Tengah. Metode pengumpulan data pada penelitian ini menggunakan observasi, tes dan dokumentasi. Instrumen penelitian berupa validitas tes hasil belajar dan validitas lembar observasi. Teknik analisis data yang digunakan adalah deskriptif dan hasil belajar. Hasil penelitian menunjukkan bahwa ada pengaruh signifikan pada hasil belajar siswa kelas eksperimen yang mendapatkan perlakuan khusus dengan metode *Role Playing* dibandingkan kelas yang diberi perlakuan dengan pembelajaran biasa menggunakan ceramah bervariasi. Hasil observasi afektif pada kelas eksperimen berada pada rentang skor 18,71 yang berarti masuk kategori tinggi dan kelas kontrol berada pada rentang skor 11,9 yang berarti masuk pada kategori rendah. Kelas eksperimen memperoleh peningkatan hasil belajar rata-rata sebesar 19,1 sedangkan hasil belajar pada kelas kontrol peningkatan rata-rata 9,35.



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<http://jurnal.unsyiah.ac.id/riwayat/>

INTRODUCTION

The development of the current era of globalization requires the existence of quality human resources. These quality human resources. These quality human resources are an investment in

facing the future. In this case, education is one way to improve these quality human resources (Koswara, 2018). Therefore, it is necessary to provide quality learning so that students can develop themselves according to their abilities and talents.

Learning is very important in our lives because learning is a process of effort made by a person to obtain a new behavioral change as a whole as a result of his own experience in interaction with his environment. Without learning a person is unlikely to be able to develop his potential well to the maximum and without learning a person is also difficult to master science and technology (Hanafy, 2014).

Learning is the modification or strengthening of behavior through experience. *learning is defined as the modification or strengthening of behavior through experience* (Hamalik & Oemar, 2006). Learning is a student's effort to cause behavioral changes in himself according to learning objectives (Andriani & Rasto, 2019).

According to Slameto, learning is a process of effort made by a person to obtain a new behavioral change as a whole, as a result of his experience in interacting with his environment (R. Rahmawati et al., 2016). The definition of learning above can be concluded that learning is a process of change in the human personality and the change is manifested in the form of increasing knowledge skills, attitudes, habits, understanding, skills, thinking power, and other abilities.

Social studies subjects are one of the subjects that discuss basic science related to social interests, which are more concerned with understanding, memorization and not logical thinking, so they tend to be less popular with most

students, because of the large amount of material that must be memorized (T. N. Rahmawati, 2020). Students consider social studies lessons as monotonous and less varied, especially if in their delivery the teacher teaches them monotonously, theoretically and does not use interesting learning media (Rizkia, 2015). Therefore, social studies subjects need to be designed by developing knowledge, understanding, and analytical skills on social conditions of society in entering a dynamic social life.

The learning method is a method used by teachers in carrying out their functions as a tool to achieve learning goals (Uno & Ma'ruf, 2016). In line with this, in a teaching and learning process, two very important elements are teaching methods and learning media (Arsyad Azhar, 2019).

Good learning is a learning process that integrates teacher skills with the material presented, learning environment, students, evaluation, learning environment, infrastructure, and teacher skills in evaluating learning outcomes. In addition, teachers are required to be able to develop learning methods that are in accordance with the characteristics of the subject and the level of maturity of students (Susanto, 2013).

The purpose of the Social Science subject, of course, is that teachers must be able to create Social Science teaching and learning activities that can motivate students by choosing the right method (Andini et al., 2020). The selection of the right method will also affect learning activities so that it can improve student learning outcomes (Maisaroh & Rostri-eningsih, 2012). However, there are still many teachers who have not actively involved students. This method applied is more teacher-centered, that is, the

teacher teaches only by explaining in front of the class. Learning activities like this are less meaningful and fun for students (Abdullah, 2018). To overcome this, it is necessary to find appropriate and effective methods to create social science learning that is fun, meaningful, and influential for student learning outcomes, one of which is the role playing method (Anggriani & Ishartiwi, 2018).

Based on the background that has been presented, researchers are interested in conducting a study with the title "The Effect of *Role Playing* Method on Student Learning Outcomes in Social Studies Lessons in Grade IV SD.

METHOD

The research design used is pseudo experiment with design non equivalent research desain which can be seen in the table:

Table 1. Research Design

Pretest	Independent Variable	Posttest
O1 O3	X	O2 O4

Information:

- X : The treatment is in the form of a role playing method.
- O1: Pre-test scores of experimental classes before treatment
- O2: The post-test scores of the experimental class after being treated.
- O3 : Control class pre-test values without treatment
- O4 : Post-test scores obtained from control classes that follow learning without being treated (Sugiyono, 2015).

The population in this study was all students of class IVA and IVB of SD

Negeri 2 Talaga Raya which amounted to 43 students.

Based on the results of observations of class conditions at SD Negeri 2 Talaga Raya, class IV consists of two classes, namely IVA and IVB classes. That way, the sampling technique uses a random *sampling* technique, namely the IVA class has 22 students and the IVB class has 21 students, as a control class so that the total population is 43 students.

The data collection techniques carried out in this study are observation techniques, test delivery techniques and documentation. After the results were obtained, the initial abilities of the learners in both classes were significantly the same or not different.

The formula polled variants as follows:

Formula:

Polled Varian:

$$- test = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{SD_1^2}{N_1 - 1} \right] + \left[\frac{SD_2^2}{N_2 - 1} \right]}} t$$

Keterangan:

- $\bar{x}_1$: Mean on the distribution of sample one (experimental class)
- $\bar{x}_2$: Mean on the distribution of sample two (control class)
- SD_1^2 : The value of the variance on the distribution of one (experimental class)
- SD_2^2 : Variance value on sample distribution two (control class)
- N_1 : Number of individuals on sample one (experimental class)
- N_2 : Number of individuals on sample two (control class)

The study was carried out and obtained data on the post-test results of

the control class and experimental class which were then analyzed with a t test using the separated variant formula, it was found that the abilities of students after being treated in the form of role playing methods in the experimental class and not given treatment in the control class were not the same (significantly different).

Formula:

Separated Varian:

$$t - Test = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Information:

$\bar{x}_1$: Average on sample distribution of one.

$\bar{x}_2$: Mean on the sample distribution of two.

s_1^2 : Variant value on sample distribution of one.

s_2^2 : Variant values on the sampel distribution of two.

n_1 : The number of samples is one.

n_2 : Sample count of two

RESULTS AND DISCUSSION

Result

This research is a *quasi-experimental design* that uses two classes, namely the experimental class and the control class. The learning method for the experimental class uses the *Role Playing* method, and for the control class, learning is given with the method commonly used by the teacher in teaching, namely varied lectures. To determine the experimental class and control class, the researcher discussed with the class IV teacher, Mrs. Farliska, S.Pd. The results were carried out a simple draw by the researcher and class IV teacher and determined the IVA class as the experimental class and the IVB class as the control class. Furthermore,

each class is given a *pre-test* and *post-test*. *Pre-tests* are carried out before treatment is given and *post tests* are carried out after treatment.

Result Data Pre Test

This study used *pre-test* and *post-test* given in both classes, *pre-test* was carried out in both classes before treatment.

Pre test Class Eksperimen

The pre-test of the experimental class was conducted on Saturday, May 14, 2022. The description of the frequency distribution of the *experimental class pre-test* results is as follows:

Table 2. Frequency Distribution of *Pre Test Experimental Class*

Score Interval	Standard Score	Frequ-ency	Percen-tage
90-100	A	2	10%
80-89	B	1	5%
70-79	C	3	15%
60-69	D	12	55%
≤ 59	E	4	15%

Based on the results of the frequency distribution, the graph of the *experimental class pre-test* results is as follows:

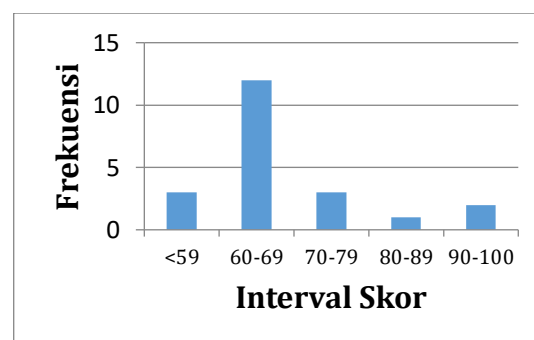


Figure 1. Experimental class *pre-test* score bar chart

Based on the data in the table, it can be explained that the pre-test in the experimental class has an average value /mean of 63.70, a median of 63.00, a

mode of 60.00, a standard deviation of 7.48402 a maximum value of 83.00 and a minimum value of 46.00.

Pre-test control is also carried out on May 14, 2022. Description of the frequency distribution of the results of the *pre test* control class as follows:

Table 3. Control Class *Pre Test* Frequency Distribution

Interval Skor	Skor Standar	Frekuensi	Presentase
90-100	A	0	0%
80-89	B	1	5%
70-79	C	5	10%
60-69	D	9	60%
≤59	E	6	25%

Based on the results of the frequency distribution, the bar chart graph of the *control class pre-test* results is as follows:

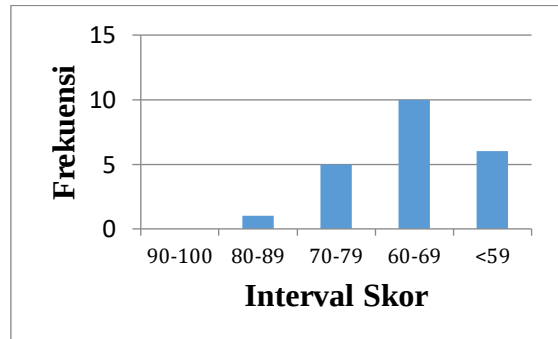


Figure 2. Control Class *Pre Test* Score Bar Chart

The table and diagram show the results of the control class *pre-test* showing that students who get a standard A score do not exist so that the percentage is 0%, the standard score B is 1 then the percentage is 5%, the standard score C is 5 then the percentage is 10%, the standard score D is 10 then the percentage is 60%, the standard score E is 6 then the percentage is 25%.

Description of comparative data as well as the average observation value

of attitudes of students in experimental class and control class

Comparison of the results of the observation of the attitudes of the experimental class students at the first and second meeting meetings will be presented in a graph as follows:

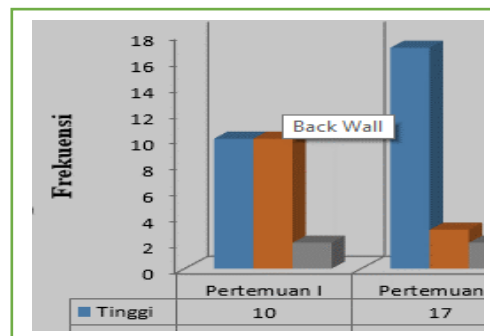


Figure 3. Bar Chart Of Observation Of Experimental Class Students' Attitudes

From the picture above, at meetings I and II, it shows the attitude of students of the low category at meetings I and II the frequency that appears is 2. The attitudes of the students of the moderate category at meeting I were 10 and meeting II was 3. The attitudes of the high category students at meeting I were 10 and meeting II was 17. The graph shows an increase in high category attitudes at each meeting.

Comparison of the results of observations of the attitudes of control class students at meetings I and II will be presented on the chart as follows:

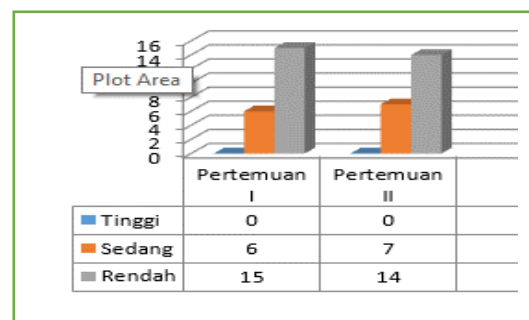


Figure 4. Bar Chart Of Observation Of Control Class Students' Attitudes

From the diagram above, the observations of meetings I and II show the attitudes of the control class students in the low category of meeting I of 15, the medium category of 6, and the high category of 0. The attitudes of the control class students at the II meeting of the low category were 14, the medium category was 7, and the high category was 0. So that it can be stated the attitude of the control class students at each meeting in the low category.

The comparison of the average value of the observation results of the attitudes of the students of the experimental class and the control class can be observed on the chart as follows:

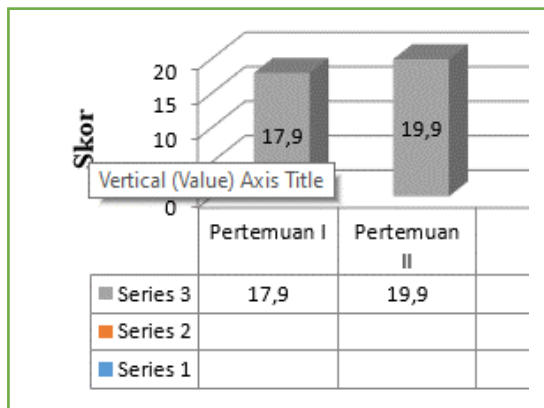


Figure 5. Average Bar Chart of Observation Results of Student Attitudes Meeting I and II Experimental Class

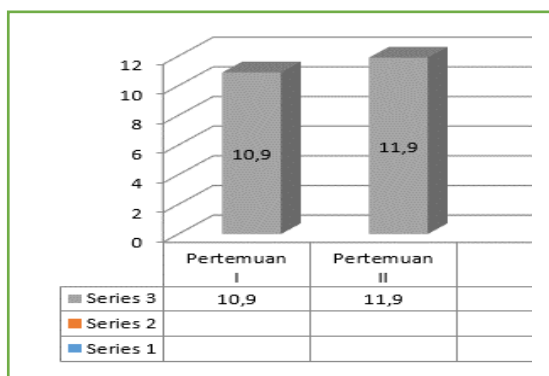


Figure 6. Average Bar Chart Results of Observation of Student Attitudes Meeting I and II Control Class

From the picture, it can be seen that the attitude of observation of the

attitudes of the experimental and control classes is very different. The average attitude of the experimental class students at meeting I was in the moderate category and at meeting II was in the high category. Meanwhile, the average attitude of the control class students can be said to be in the low category of each meeting. If in the number and average at each meeting, the average attitude of students in the experimental class of meetings I and II is 18.71, it can be categorized as high. While in the control class, if the average result is 11.68, it means that it is in the low category. This difference in results occurs because the experimental class learning gets the treatment of the *Role Playing* method while the treatment in the control class is the learning method that is usually done by teachers, namely the lecture method.

Based on the results of the frequency distribution, the graph of the *experimental class post test* results is as follows:

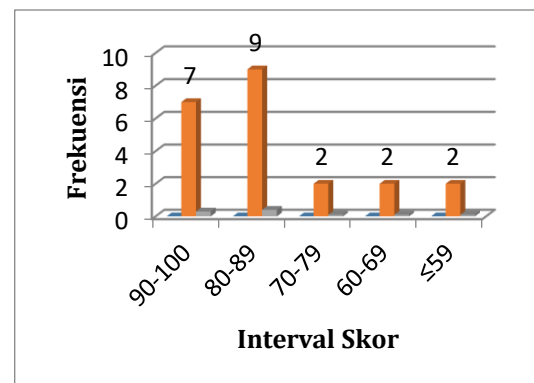


Figure 7. Experimental Class *Post Test* Score Barchart

The table and diagram of the *post test* scores of the experimental class show that the students who obtained a standard score of A were 7 students, the percentage was 30%, the standard score B was 9 students, the percentage of students was 40%, the standard score of C was 2 students, the percentage of students was 10%, the standard score D was

10 % and the standard score E was 2 students, the percentage was 10%.

Based on the frequency distribution table above, the graph of the *post test* results of the control class is as follows:

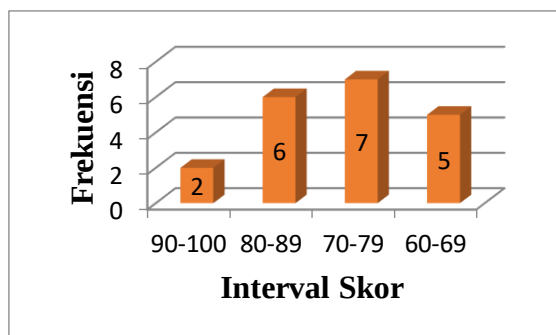


Figure 8. Control Class *Post Test* Score Barchart

The table and diagram of the *control class post test* scores show that students who get a standard score of A are 2 students, the percentage is 10%, the standard score of B is 6 students, the percentage is 30%, the standard score of C is 7 students, the percentage is 35%, the standard score of D is 5 students, the percentage is 25% and those who get a standard score of E are 1 student, then the percentage is 5%.

Discussion

This research was conducted to determine the influence of the *Role Playin* method on student learning outcomes in social studies lessons in grade IV SD Negeri 2 Talaga Raya. This study was conducted in May with 2 meetings using the same standards of competence, basic competence, and lessons. In its implementation, a *pre-test* is first held to find out whether the initial condition of the students is equivalent or not. Then during the learning process, an observation of student attitudes is carried out. At the end of the research or after the material is taught, a *post test* is held to find out the student's learning outcomes.

Based on the data obtained, after the study was carried out, the *pre-test* results using the *Role Playing* method got an average score of 63.7 initial test results and the control class that received reasonable treatment or the lecture method got an average score of initial test results of 63.9. This is strengthened by a much different average value. The experimental class got an average score of 82.25 while the control score got an average score of 73.25. Thus it can be stated that there is a significant difference in results between the experimental class and the control class. The results of the *pre-test* and *post-test* showed an increase in the experimental class by 19.1. While in the control class the increase was only 9.35. A greater increase in experimental class students taught by the *Role Playing* method shows that this method has an influence on student learning outcomes in grade IV social studies lessons at SD Negeri 2 Talaga Raya.

Based on data obtained from the observation of the attitudes of experimental class students, it shows that the average score of meetings I and II is 18.71, which means it is in the high category. Meanwhile, in the control class, students' attitudes were in the low category at each meeting with the results of the observation of student attitudes, the average score was 11.9 at meetings I and II.

The learning received by the control class is the learning that teachers usually do, namely by the lecture method. The results of observations in the control class showed that students were less enthusiastic in following the learning process. Teachers are easy to condition students to pay attention to the material presented but students' attention to the material occurs only in the first minutes of the learning process.

Furthermore, students' attention to learning is reduced.

Meanwhile, learning in experimental classes uses the *Role Playing* method or role-playing. The *Role Playing* method in its implementation is carried out by playing a role or playing a role in the dramatization of social problems. As Hamzah B. Uno (2010: 90) stated that the *Role Playing* method helps students find their identity in the social world and solve dilemmas or problems faced. This method is interesting for students because the learning process is carried out like a game. Role playing as stated by Syaiful B. Djamarah and Aswan (2006: 89) *Role Playing* can make students better understand the content of the material being dramatized, in this study the content of the material that is dramatized is the struggle to maintain independence. Students of the experimental class better understand the content of the material taught because students play characters involved in events that occurred in the struggle for independence. So that the social studies learning outcomes of experimental class students become better because the *Role Playing* method makes students more active and provides a memorable experience for students. This shows that the *Role Playing* method affects the learning outcomes of grade IV students of SD Negeri 2 Talaga Raya.

CONCLUSION

Based on the results of the study and discussion, there were significant differences in student learning outcomes in social studies lessons in experimental classes and control classes. These results can be shown from the differences in learning outcomes of affective and cognitive domains. The difference in the affective domain is shown by the average score obtained through attitude asses-

sment during learning, in the experimental class the score range is 18.71 meaning it is in the high category and the control class is 11.9 which means it is in the low category. The difference in cognitive learning outcomes is shown from the average difference in learning outcomes obtained, cognitive learning outcomes obtained by the experimental class there was an average increase in scores of 19.1 while in the control class learning outcomes the average score increased by 9.35.

From the explanation above, it can be concluded that the *Role Playing* method has an influence on student learning outcomes in grade IV SD Negeri 2 Talaga Raya. The *Role Playing* method in the experimental class is more effective in improving the acquisition of learning outcomes compared to learning with the lecture method in the control class.

SUGGESTION

We would like to thank the University of Muhammadiyah Buton for providing full support in this research, both from material and non-material aspects. To the publisher who has been willing to publish this research article. To all parties who cannot be mentioned one by one.

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1