

THE EFFECT OF ROLE PLAYING MODEL ON LEARNING OUTCOMES IN THE SUB-THEME GRATEFUL FOR STUDENT DIVERSITY

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Abstract

The background of this research is that student learning outcomes are still low and have not reached the minimum completeness criteria (KKM). The lack of creativity of teachers using models in learning the sub-theme of gratitude for the diversity of class IV UPTD Negeri 122371 Pematang Siantar. And students are less enthusiastic when the teaching and learning process takes place. The purpose of this study was to determine the effect of the Role Playing Model on Student Learning Outcomes in the Sub-theme of Gratitude for the Diversity of Class IV UPTD Negeri 122371 Pematang Siantar. The design of this study uses the type of Pre-Experimental research with one group pretest posttest design. In this study the population was all students of class IV UPTD Negeri 122371 Pematang Siantar, totaling 30 students. The data collection technique used is the test. The results of testing the hypothesis using the paired sample t-test technique with the help of the SPSS 23 program, based on the calculation results that the 2-tailed significant value is $0.00 < 0.05$ or by comparing $t\text{-count} > t\text{-table}$ with $df = (n-1)$ namely $9.748 > 2.045$ then H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence of the role-playing model on learning outcomes in the sub-theme of being grateful for the diversity of grade IV UPTD Negeri 122371 Pematang Siantar students.

Keywords: *Role Playing Models, Learning Outcomes*

A. Introduction

Education is a human need to develop quality and character. Therefore, the educational process must be combined with the quality of educators, adequate facilities and infrastructure to achieve good education. To realize this education, a guide is needed in the implementation of education or what is called a curriculum which is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. In 2013 the elementary school level curriculum underwent a change from the KTSP curriculum to the 2013 curriculum.

during the learning process the models used are lectures and assignments. Sometimes the teacher uses question and answer at the beginning or end of the lesson, but the main thing is the portfolio model, so students are less interested in learning, students are less enthusiastic when the teaching and learning process takes place and the teacher's lack of creativity in using the model. To overcome these problems, it is necessary to have a Role Playing learning model as an alternative model that can activate students and stimulate students to dare to express opinions, solve problems, stimulate student learning activities and creativity, namely playing roles. This study aims to: Determine the influence of the Role Playing Model on Student Learning Outcomes in the Sub-theme of Gratitude for Student Diversity.

B. Method

According to Mawardi (in Fransiska Faberta Kencana Sari, 2018: 63) the learning model is a conceptual framework for designing and implementing learning, organizing learning experiences to achieve goals, [94]

and as a guide in the learning process because it contains a systematic learning syntax. Understanding the learning model as a conceptual framework in learning like-minded with the understanding of learning models.

According to Kunandar (in Fransiska Faberta Kencana Sari, 2018: 63) which describes that the learning model is a conceptual framework or pattern used as a guide in planning and realizing a learning process in the classroom that directs educators in designing learning to teach students so that learning objectives are achieved.

So it can be concluded that the learning model is a conceptual framework that contains the steps (syntax) of learning activities that act as a guide in organizing learning experiences to achieve learning objectives, the learning model is a plan or a pattern that is used as a guide in planning learning in the classroom.

Role Playing is defined as referring to changes in one's behavior to carry out roles, both social roles as a society or imaginary roles such as in the theater. Sani (in Hairul Anwar, 2018: 489) provides an understanding of the Role Playing learning model that Role Playing in the world of education is a model of mastering learning materials through developing the imagination and appreciation of students. The development of imagination and appreciation is carried out by students by portraying living figures in real life or as inanimate objects. The Role Playing learning model is also known as the role playing learning model.

Ramayulis (in Istarani, 2017: 70) Role play is the presentation of material by showing demonstrations, both in the form of descriptions and reality. Everything is in the form of behavior in social relations which is then asked by several students to play it out. Meanwhile, according to Sudjana (in Istarani, 2017: 70) says that playing a role is a learning activity

that emphasizes the appearance ability of students to portray the status and functions of other parties in real life.

Steps to Implement the Role Playing Model Learning:

1. The teacher arranges or prepares the scenario that will be displayed.
2. Appoint several students to study scenarios a few days before the teaching and learning process.
3. The teacher forms a group of students whose members are 5 people.
4. Provide an explanation of the competencies to be achieved.
5. Calling the students who have been appointed to act out the scenarios that have been prepared.
6. Each student is in his group while observing the scenario being demonstrated.
7. When finished showing, each student is given a worksheet to discuss the performance of each group.
8. Each group presents its conclusions.
9. The teacher gives a general conclusion.
10. Evaluation
11. Cover

Thematic Learning

Thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students. (Eko Setiawan, 2018: 34). Through thematic learning, students are invited to understand the concepts learned through direct experience and relate them to other concepts they already understand. Ministry of Religion (Eko Setiawan, 2018: 20) that thematic learning is also a form of

integrated learning, which will encourage student involvement in learning, make students actively involved in the learning process, and create problem-solving situations that suit the needs of students. So it can be concluded that thematic learning is learning that integrates various competencies from various subjects into various themes.

Thematic Learning Steps

Several steps that need to be taken by the teacher to prepare thematic learning (Eko Setiawan, 2018: 25) include:

- a. Study basic competencies in the same class and semester of each subject.
- b. Choose or determine a theme that can unite these competencies in each class and semester.
- c. Associating basic competence with the theme.
- d. Create a theme mapping.
- e. Arrange syllabus based on thematic learning matrix.

Make a thematic learning lesson plan based on the syllabus

C. Finding and Discussion

1. Finding

Teachers in the public's view are people who carry out education in certain places, not necessarily in formal educational institutions, but can also be in mosques, in mosques, at home, and so on. This is in line with Kristin's opinion (in Hidayat, 2021: 144) who says that the learning process can take place because there are students, teachers, curriculum, one with the other and interrelated. Students will not get bored learning and will study well if the learning model is interesting. There are many learning models that teachers can use to assist in the learning process.

One of them is the role playing learning model. The role playing learning model is one model that can be applied in the learning process in the classroom because the role playing learning model is attractive to students, they can play the role of one of the figures in historical events.

Learning outcomes are one of the references to success in the educational process. Learning outcomes can be in the form of abilities possessed by students. This ability is obtained after going through and receiving experiences in the learning process carried out by students. The achievement and success of a learning process can be seen from the value of learning outcomes obtained by students. High and good grades of learning outcomes mean that the learning process has been successful. However, the low student learning outcomes indicate not achieved and the success of the learning process. Low learning outcomes are influenced by two factors, internal factors within the student and external factors outside of the student. Learning outcomes can be seen in the final results that are owned or obtained by students after they experience a learning process which is marked by a scale of values in the form of letters or symbols or numbers, and this is usually used as a benchmark for the success or failure of these students in the learning sub-theme of gratitude for diversity.

So to improve student learning outcomes an effort is needed, for example by selecting and using various approaches, strategies, methods and learning models that are relevant to students' conditions. One of these models that can be used to overcome the problem of low student learning outcomes is to use the Role Playing model. The writing style for the tables and figures are presented in Table 1. The table should not contain vertical lines (upright), while horizontal (flat) lines are only on the

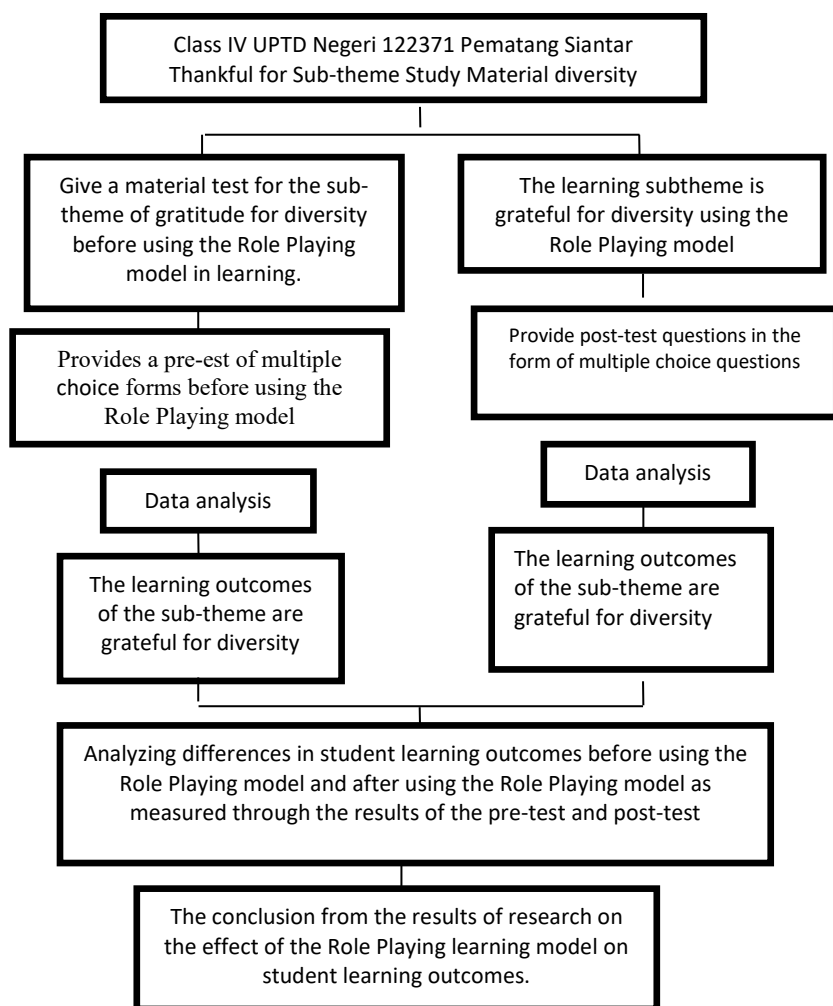
head and tail of the table. Font sizes for table and picture entries may be reduced.

But during the learning process, the models used are lectures and assignments. Sometimes the teacher uses question and answer at the beginning or end of the lesson, but the main thing is the portfolio model, so students are less interested in learning, students are less enthusiastic when the teaching and learning process takes place and the teacher's lack of creativity in using the model. To overcome these problems, it is necessary to have a Role Playing learning model as an alternative model that can activate students and stimulate students to dare to express opinions, solve problems, stimulate student learning activities and creativity, namely playing roles.

2. Discussion

In a class, one aspect that needs attention is the use of appropriate models to teach learning concepts to students. According to my experience when making observations, in learning the teacher does not seem to involve students so that students are less motivated to learn. In addition, the results of the initial test also showed that students' understanding was still low. To overcome the above problems, it is necessary to do the learning properly. One way is to use a role playing model. In this lesson, students are more active in role playing and class discussions. It is on this basis that researchers use this as a basis for thinking that the use of role playing can help students improve their academic performance. With several assumptions, students will be more active in the learning process than just sitting and listening to the teacher's explanation.

Research conceptual framework chart:



TABLES, FIGURE, AND EQUATION

Reliability Test

According to Arikunto, (2014: 221), a research instrument is said to have a high reliability value, if the tests made have consistent measurement results. Researchers were assisted using the SPSS 23 program.

This reliability test uses the formula according to Arikunto, (2014: 232) as follows:

$$r_{11} = \frac{K - 1}{K - M} \frac{K - M}{K - 1} = \frac{K - M}{K - 1}$$

Reliable Instruments

Reliability coefficient	r table	Decision making criteria	Decision
0,801	0,361	If the reliability coefficient $\geq$ r table then the instrument is RELIABLE	Reliable
		If the reliability coefficient $\leq$ r table then the instrument is NOT RELIABLE	Instruments

Data Normality Test

The data normality test is used to determine if the data is normally distributed or not. The steps for testing data normality are with the Kolmogorov Smirnov Test. Data normality tests can be carried out using the Kolmogorov Smirnov technique, namely checking the sample frequency distribution based on normal distribution on single data or single frequency data.

Descriptive statistics

	N	Minimum	Maximum	Sum	Mean
PRETEST	30	60	76	2.092	69,7
POSTTEST	30	76	96	2.450	81,7

Hypothesis testing

After carrying out the homogeneity test, the next step is to test the hypothesis. Hypothesis testing is used to find out how much influence the Role Playing model has on learning outcomes in the sub-theme of gratitude for the diversity of class IV UPTD Negeri 122371 Pematang

Siantar. The hypothesis test used is a statistical test by comparing the results of the pretest with the posttest if the significant value is 2 tailed <0.05 , then there is an influence of the Role Playing model on student learning outcomes

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D. Conclusion

A more detailed conclusion regarding the implementation of learning using the Role Playing learning model for UPTD Negeri 122371 Pematang Siantar students. Based on the data obtained, it can be concluded that the learning outcomes of UPTD Negeri 122371 Pematang Siantar students before applying the Role Playing learning model were categorized as low. It is shown that the pretest average value obtained is 69.7. Based on the data obtained, it can be concluded that the learning outcomes of UPTD Negeri 122371 Pematang Siantar students after applying the Role Playing learning model were categorized as high. This is shown that the average value of the posttest obtained is 81.7. Then based

on the hypothesis testing with the help of the SPSS 23 program that has been carried out, it can be concluded that the application of the Role Playing model affects learning outcomes after obtaining $t_{count} = 9.748$ and $t_{table} = 2.045$. so $9.748 > 2.045$. Based on these data it can be concluded that H_0 is rejected and H_a is accepted. So there is an effect of using the Role Playing model on learning outcomes in the sub-theme of gratitude for the diversity of UPTD Negeri 122371 Pematang Siantar students.

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