



EFFORTS TO INCREASE CHILDREN'S LEARNING CREATIVITY THROUGH ROLE PLAYING IN INDONESIAN LANGUAGE LEARNING FOR FOURTH GRADE STUDENTS AT ELEMENTARY SCHOOL (050659 KWALA BINGAI NEIGHBORHOOD 9 STABAT)

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Abstract

Creativity is an important aspect in the teaching and learning process. Creative students will find it easier to understand the subject matter and be able to produce innovative work. One effort to increase children's learning creativity is through role playing. Role playing is an activity that involves students playing a certain figure or characters. This activity can encourage students to think creatively and play. This research aims to determine efforts to increase children's learning creativity through role playing in Indonesian language learning. This research is a form of collective reflection carried out by teachers and researchers collaboratively in order to improve the quality of education. After reflection was carried out which included data, synthesis and assessment of the results of the actions taken, for grade IV students at SD 050659 Stabat, Kwala Bingai District, Environment 9. This research used a qualitative descriptive method. Research data was obtained through observation, interviews and documentation. Next, see whether problems arise that need attention so that re-planning, re-action, re-observation and re-reflection are necessary. Thus, these stages of activity continue to be repeated until the problem is resolved. The research subjects were 25 class IV students consisting of 18 male students and 7 female students .

Keywords : Learning creativity, role playing, Indonesian language learning

Introduction

Education is an effort made to create a learning atmosphere and learning process with the aim of developing students' abilities or potential and character. Learning can be interpreted as a process of changing behavior caused by individual interactions with their environment (Lefudin, 2017). Furthermore (Gasong, 2018) that "learning is a process that occurs in the mind which makes it possible to change behavior through the process of practice, the changes that occur tend to be lasting". This is in line with (Sudjana, 2010) that learning is not memorizing or remembering, learning is a process marked by changes in a person's self ((Fathurrohman, 2017). Indonesian is a subject contained in the Indonesian education curriculum, Indonesian language subjects are given at every level of education starting from basic education, even up to the tertiary level there is still Indonesian language education. The main hope of Indonesian language education is to guide students to be able to use Indonesian as a means of communication properly and correctly (Rohmanurmeta, 2017). Indonesian language learning based on the current curriculum is based on character and skill development, however, the implementation of Indonesian language learning in schools today is still mostly based on theory or cognition only. There are several problems in the classroom because the implementation of the Indonesian language education process is not optimal. These problems include the methods and learning provided by teachers or educators which are still very boring which causes interaction in Indonesian language lessons to still be lacking, this makes students' affective and psychomotor

development low. Lack of learning motivation in studying Indonesian language subjects, due to lack of innovation in learning Indonesian. Indonesian language learning activities in the classroom tend to be behavioristic, that is, they are only limited to stimulus and response, the learning process in the classroom has not implemented the learning process in a meaningful way. Based on the results of initial observations, it can be analyzed that the low student learning outcomes are due to the teacher dominating the learning process (teacher center). Learning tends to be boring, because students are less involved in the learning process, students are less directed to work together in groups and only rely on their ability to memorize facts and concepts. It is appropriate that the method used by development of teaching materials implemented (Kertia. Nyoman, 2019). The role playing method is carried out by directing students to imitate an activity or dramatize a situation, idea or special character, where the teacher arranges and facilitates a role play which is then followed up with discussion. (Sujana, 2017). The causes of problems arising in the classroom related to Indonesian language lessons include, because the Indonesian language lesson material is less embedded in students' understanding, this is because students learn Indonesian by memorizing concepts, it will be more meaningful if Indonesian is taught meaningfully in the classroom. The activities built into Indonesian language lessons are less active due to the lack of opportunities for students to display their language skills through meaningful language learning.

The application of the role-playing learning method in Indonesian language subjects is an effort to overcome problems in learning Indonesian, and can enable students to learn meaningfully, so as to improve students' Indonesian language learning outcomes. The use of the role playing method is considered to be able to improve Indonesian language learning outcomes for students. This is because by learning meaningfully, students' understanding of the material will be more optimal so that student learning outcomes will increase. This method is considered to be in line with the curriculum objectives which are expected to improve student character through the learning process. Indonesian is a communication tool used by Indonesian people for daily needs, for example learning, collaborating and interacting. Learning Indonesian is a relatively permanent change in behavior and is the result of reinforced language training. Learning a language is a long and complex effort, the body and soul involved when learning a language. Comprehensive involvement, continuous care, both physical, intellectual, emotional, is very necessary to be able to master the language. The lack of innovation to support learning is an obstacle in the learning process, because teachers only rely on textbooks to convey material and various concepts, very rarely train students with verbal skills (conveying learning difficulties directly) on the material they have studied. This can result in students feeling less active and less motivated in following the next lesson. Lack of student motivation to learn also results in relatively low learning abilities, (Diamond, 2012). In learning Indonesian, role playing can be used to increase students' learning creativity. This is because role playing can encourage students to think critically and solve problems. Apart from that, role playing can also increase students' learning motivation and make learning more enjoyable. This role playing method is used to achieve several forms of learning objectives both instructionally and accompanyingly. Uno (2014) stated that role playing as a learning model aims to help students find meaning in the social world and solve dilemmas with the help of groups. This means that through role playing students learn to use the concept of roles, be aware of the existence of different roles and think about their own behavior and the behavior of others. So that when students play the role of someone else into themselves, students come to understand about the character played by the student as themselves. The success of the learning model through role playing depends on the quality of the role playing followed by analysis of it. Besides that, it also depends on the student's perception of the role played in a real situation. Uno (2014) states that the role playing procedure consists of nine steps, namely (1) warming up, (2) selecting participants, (3) preparing the observer, (4) setting the stage, (5) playing the role. (performance), (6) discussion and evaluation, (7) replaying the role (re-performance), (8) second discussion and evaluation, and (9) various experiences and conclusions.

Research Methodology

This research is classroom *action research* because it aims to increase student creativity by using role-playing methods in learning Indonesian. This research was conducted at SD 050659 Stabat, Kwalu Bingai District, Neighborhood 9. The researcher deliberately chose a location on the outskirts of town because student potential was still low and this educational institution had not yet developed the latest teaching methods. In the author's opinion, this is very suitable for the research field because it can make a contribution to the educational institution. The research period starts in October 2023, while the treatment and implementation will be carried out from November to December 2023. According to Denzin and Lincoln (2017) that "qualitative research is research that uses a natural setting with the aim of interpreting phenomena that occur and is carried out in a way involving various existing methods" (Anggito, D & Setiawan, 2018) The type of research chosen is classroom action research (PTK). The PTK model chosen to express research results is in accordance with the data and facts obtained in class.

According to Kunandar (2016) Classroom Action Research (PTK) can be defined as action research carried out by teachers who are also researchers in their class or together with other people (collaboration) by designing, implementing and reflecting on actions collaboratively and participatory which aims to improve or increase the quality (quality) of the learning process in the class through action. This research is a form of collective reflection carried out by teachers and researchers collaboratively in order to improve the quality of education. After reflection has been carried out which includes data, synthesis and assessment of the results of the actions taken, the next step is to see whether problems arise that need attention so that re-planning, re-action and re-observation and re-reflection are necessary. Thus, these stages of activity continue to be repeated until the problem is resolved. The research subjects were 25 class IV students consisting of 18 male students and 7 female students. Efforts to solve problems are carried out using the following steps: (1) planning , (2) implementation (*acting*) , (3) observing , (4) reflection. This series of activities is called a cycle. In this research, researchers carried out two cycles of action. Data analysis is used to analyze quantitative data obtained from test results. Data analysis is carried out to determine the absorption capacity of each student. Kurniawan (2015) believes that methods are related to the methods that teachers will use in delivering learning material. Before carrying out learning, the teacher needs to determine the method he will use.

Result & Discussion

This research aims to describe role playing methods to improve learning outcomes in Language subjects at SD 050659 Stabat, Kwala Bingai District, Environment 9. This research was carried out by giving tests. Immersive learning methods are classified as social learning models. The role-playing learning model is designed to utilize collaborative phenomena in providing learning experiences for students. In role playing activities, students are considered as active learning subjects (question and answer) with their friends in certain situations. Effective learning starts from a student-centered environment (Ministry of National Education, Directorate of Primary and Secondary Education, Ministry of National Education, 2002). When they participate, it is easier for them to master what they have learned. Students must be active. Without action there is no learning. The basic learning activities of this research using an immersive learning approach include several steps. The first stage is conceptualization, concept formation can be done by explaining the concept of the material being studied. The second step is applying the concept, applying the concept to create a play, namely the role. Before doing the role play, the teacher prepares the rules of the game so that it looks like it should. For example, explaining to students what their role is. In this case the researcher made preparations regarding the rules of the game and its functions. In the learning process, using the role playing method can increase initiative and creativity in the learning process, train students to be braver in roles, collaboration, expression and discussion. Apart from that, role play can teach students to respect the opinions of their peers, be responsible, seek and process information, analyze and draw conclusions, develop a critical attitude, and be creative in solving problems in learning.

Conclusion

The conclusion that can be drawn from the results of the research that has been carried out is that it shows that the application of the role-playing method in learning is more effective than the application of conventional learning methods. So it is concluded that the role playing method contributes positively to students' communication skills and Language learning outcomes. Based on the research results described previously, several things that need to be considered as implications and follow-up are as follows; (1) The role-playing learning method has advantages in improving students' communication skills and Language learning outcomes, so in the future, it is best to use this learning method in Language learning. (2) even though this role-playing learning method shows dominance in the Language learning outcomes and communication skills of students, in its implementation teachers or educational practitioners need to realize that not all material in the Language discussion must be taught using the role-playing method. Based on As a result of this research, it can be concluded that role playing is an effective method for increasing children's learning creativity. Therefore, it is recommended that teachers use role-playing methods more often in learning. In this research, role playing was applied in Indonesian language learning for fourth grade students at SD 050659 Stabat. Role playing activities are carried out by dramatizing a story. The research results show that role playing can increase children's learning creativity in the following ways: (1) Children's language skills increase (2) Children's ability to express themselves increases (3) Children's ability to think creatively increases (4) Role playing can be an alternative learning method that can be applied in schools. This method can help increase children's learning creativity and make learning more interesting and fun.

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