The Influence of The Role Playing Method in PKn Subjects on Students' Learning Interest in Class III SD Muhammadiyah 19.

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A R T I C L E I N F O	A B S T R A C T
Keyword Interest in Learning, Role Playing Method	This research was motivated by the lack of student interest in learning Civics in class III at SD Muhammadiyah 19, because the methods used by the teacher were less interesting. The formulation of the problem in this research is, How is the influence of students' interest in learning before using the Role Playing method in Civics learning. How is the influence of students' interest in learning after using the Role Playing method in Civics subjects. How is the influence of students' interest in learning in Civics learning using the Role method? Playing. The type of research used is experimentation. The subjects of this research were 26 class III students. Data collection techniques use research instruments in the form of observation sheets.Student learning in class III obtained an average Pretest score of 47.50 and after being given treatment and being given a Post-test it increased to 88.50. This shows that the use of the Role Playing method has an influence on student learning outcomes in class III.Thus, the Role Playing method can be used as a learning method that can increase students' interest in learning.

Introduction

Life can never be separated from what is called education. Education in Greek comes from the word padegogik, namely the science of guiding children. The Romans saw education as educare, namely bringing out and guiding, the act of realizing the potential a child brings when they are born into the world. The German people see education as Erziehung which is equivalent to educare, namely: awakening latent strengths or activating a child's strength or potential. According to (Amelia & Ramadan, 2021) states that education is all life situations that influence the growth and development of life, human interactions between teachers or educators and students or students that can support complete human development that is oriented towards values and the preservation and development of culture. related to human development efforts. In education, it cannot be separated from the name of an educator or what is called a teacher. According to (Dahnial, 2017) Teachers are professional staff who have very important functions, roles and positions in achieving the 2025 education vision, namely creating intelligent and competitive Indonesian people. , the role of a teacher is not only to teach but as a facilitator, motivator and evaluator, both in terms of knowledge and attitudes of students. So the duties and responsibilities of teachers are not only to transfer knowledge to students but are obliged to form students who have faith, noble character, and are capable independent, useful for religion and nation. The causes of students being less active in learning are several factors involving students, teachers, facilities and infrastructure or the learning methods used. Failure to successfully achieve learning objectives results in a lack of student interest, which ultimately results in a lack of initiative and interaction in the learning process. Teachers still tend to provide PKN subject material in lecture format, and game activities are still very rarely carried out because teachers are confused and don't have an idea, so the learning atmosphere is is less

conducive and less enjoyable. Even though civics education (PKn) is one of the main subjects in school. Civics has undergone several changes. This is adjusted to developments and changes in the curriculum implemented in Indonesia(Dahnial, 2017)In this context, efforts to increase students' interest in learning in Civics subjects require competent and creative teachers to modify learning strategies to make them more interesting so that the material in Civics subjects can be delivered well. The use of interesting and fun learning methods to create an atmosphere where students are more actively involved in learning while playing, this uses the Role Playing method.

According to (Srihayati, 2016) states that one teaching method provides students with the opportunity to dramatize a person's attitudes, behavior or appreciation, as is done in everyday social relationships. In other words, through this Role Playing Method, children learn to respect other people's feelings and learn to cooperate with others. Based on observations made by researchers in class III of SD Muhammadiyah 19 Medan in monthJanuary 2023 at SD Muhammadiyah 19 Medan, there are several problems such as the lack of student interest in learning PKN which is still relatively low, there are still 10 students who do not feel interested in learning PKN, and students who do not want to actively participate in learning There are 6 students in Civics, there are 4 students who feel happy about Civics learning in this lesson, there are 2 students who feel comfortable when Civics learning takes place, there are 4 students who have the will to learn, there are 3 students who pay attention when Civics learning takes place. This is in caused by the lack of use of varied methods, causing learning to become monotonous and causing students to lose interest in learning PKN learning. The author observes carefully that observations made using varied methods from various learning sources can increase learning activities that are more interesting and can trigger students' interest in learning. One learning method that can increase students' interest in learning in order to achieve learning goals effectively is by implementing the Role Playing learning method which can encourage students' interest in learning. Based on the results of the observations and background that have been explained above, the researcher will conduct research aimed at third grade elementary school students, especially in the subject of Citizenship (PKN). So I took the title for this research, namely "The Effect of Role Playing Methods on Eyes Civics Lessons on Students' Interest in Learning in Class III of SD Muhammadiyah 19".

Research Methodology

The type of research used in this research is experimental research. The place used for research is SDMuhammadiyah 19 Medan Denai. This research was conducted in the even semester of the 2022/2023 academic year starting from July to August 2023. The subjects of this research were class III students at Sd Muhammadiyah 19 Medan Denai, totaling 26 students. The object of this research is the application of the Role Playing method to increase students' interest in learning in Civics subjects in class III of SD Muhammadiyah 19 Medan Denai, on Pancasila values material. The instrument used for data collection in this experimental research is observation. Which consists of an observation sheet on students' learning interest in learning using the Role Playing method. The data analysis technique used in processing the data is student interest in learning. The following is the formula for assessing observation results in assessing student interest in learning individually and in classical completeness(Rosna, 2016):

Analysis of student activity

$$\textbf{Nilai} = \frac{\textbf{\textit{Perolehah Skor}}}{\textbf{\textit{skor maksimum}}} \textbf{\textit{X}} \textbf{ 100}$$

$$\textbf{Tuntas Belajar} = \frac{\textbf{\textit{banyak siswa yang tuntas}}}{\textbf{\textit{seluruh jumlah siswa}}} \textbf{\textit{X}} \textbf{ 100}$$

Table 1. Assessment Reference

Assessment Score	Information
4	Very well
3	Pretty good
2	Not good
1	Very Not Good

Source: According to (Sugiyono, 2017:190)

Results and Discussion

This research was carried out at SD Muhammadiyah 19 Medan Denai. Before the research was carried out, the researcher made initial observations to examine existing problems. Based on the results of observations made by researchers, problems were found, namely Based on observations made by researchers in class III of SD

Muhammadiyah 19 Medan in the monthJanuary 2023 at SD Muhammadiyah 19 Medan, there are several problems such as the lack of student interest in learning PKN which is still relatively low, there are still 10 students who do not feel interested in learning PKN, and students who do not want to actively participate in learning There are 6 students in Civics, there are 4 students who feel happy about Civics learning in this lesson, there are 2 students who feel comfortable when Civics learning takes place, there are 4 students who have the will to learn, there are 3 students who pay attention when Civics learning takes place. This is in caused by the lack of use of varied methods, causing learning to become monotonous and causing students to lose interest in learning PKN learning. After finding existing problems, the researcher then conducted a literature study on similar research that had been carried out by previous researchers. Then the researcher collected reference journals which would be used as references in classroom action research.

1. Validity test

The results obtained from the validity test were 15 questions in the observation sheet which was tested in the upper class, namely class IV. Test the validity of this instrument using the SPSS application. The validity test results that have been obtained are as follows:

Table 2. Validity Test Results

Question No	Sig.(2-tailed)	Significant Level	Pearson Correlation (r_{count})	r_{table} (n) 23	Information
Question 1	0.132	0.05	0.369	0.482	Valid
Question 2	0.761	0.05	0.077	0.482	Invalid
Question 3	0.680	0.05	0.105	0.482	Tidak Valid
Question 4	0.620	0.05	0.126	0.482	Invalid
Question 5	0.320	0.05	0.248	0.482	Invalid
Question 6	0.259	0.05	0.281	0.482	Invalid
Question 7	0.042	0.05	0.489*	0.482	Valid
Question 8	0.023	0.05	0.533*	0.482	Valid
Question 9	0.049	0.05	0.470**	0.482	Valid
Question 10	0.005	0.05	0.631**	0.482	Valid
Question 11	0.001	0.05	0.732**	0.482	Valid
Question 12	0.001	0.05	0.698**	0.482	Valid
Question 13	0.001	0.05	0.707**	0.482	Valid
Question 14	0.001	0.05	0.700**	0.482	Invalid
Question 15	0,000	0.05	0.812**	0.482	Valid

Based on table 4.1 above, it is known that in the validity test of the 15 questions that have been tested on students, there are 10 valid questions, namely questions number 1, 6, 7, 8, 9, 10, 11, 12, 13, and 15. And there are 5 Invalid questions were questions number 2 and 3, 4, 5, 14. So 10 questions were used for research. Questions number 2, 3, and number 4 are questions from the same sub-indicator where students answered that they were happy with the learning process carried out by the teacher in the classroom, number 5 was invalid because the question was made unclear, making respondents confused about which answer to choose. , number 14 is invalid because the question is confusing for students.

2. Reliability Test

The reliability test for this research instrument uses the SPSS application. After the data is calculated, it will produce a reliability coefficient, which is then interpreted using the instrument's reliability level criteria. The reliability test results that have been obtained are as follows:

Table 3. Reliability Test Results
Reliability Statistics

Cronbach's Alpha	N of Items
,907	10

Based on table 4.2 above, the results of the reliability test on the student interest instrument which has been tested in the research show a reliability coefficient value of 0.907. If interpreted using the instrument's level of reliability, the reliability coefficient above is included in the high category. So the reliability coefficient is above is high.

3. Hypothesis test

Hypothesis testing is carried out to statistically test the truth of a question and draw conclusions about whether the question will be accepted or rejected. Hypothesis testing in this study uses the T test (independent-samples t test) using SPSS. The t test decision making criteria is, if the significant value is $\alpha < 0.05$ then Ha is accepted and H0 is rejected. And vice versa, if the significant value $\alpha \geq 0.05$ then H0 is accepted and Ha is rejected. The hypothesis test results that ave been obtained are as follows:

Table 4. Hypothesis Test Results
Paired Samples Test

| | | Paired Differences | | | | | | | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | |
					Lower	Upper			
r	pretest posttest	-39.07692	15.17082	2.97524	-45.20455	-32.94930	-13,134	25	,000

Based on table 4.3 above, because the data is homogeneous, it can be seen that the resulting sig value (2-tailed) is 0.000 < 0.05. So it can be concluded that Ha is accepted and H0 is rejected. This means that there is a significant influence on the use of role playing learning methods on students' learning interest in Civics Class III SD Muhammadiyah 19 Medan. This research aims to determine students' interest in learning in Civics learning subjects using the Role Playing Method. In this research, one class is used.

Students' learning interest before using the Role Playing method in Civics learning subjects in class III at SD Muhammadiyah 19.

This research was carried out in class III where the class did not receive treatment. Before the treatment was carried out on students, Pre-test questions were given to students first. The pretest was carried out with the aim of finding out to what extent students' learning outcomes and students' understanding of the material or material being taught had been mastered by students before the treatment was carried out. And to get the results obtained in this research which consisted of pre-test and post-test scores using Role Playing learning method. With the results obtained from the pre-test average value data of 18.73.

Results of students' learning interest after using the Role Playing method in Civics learning subjects in class III at SD Muhammadiyah 19.

The research that received treatment was after using the Role Playing method in class III. Based on the results of the research after using the Role Playing method, the post-test score was 35.19. With the research results there were differences in the results on the post-test scores after treatment using the method Role Playing is better than the pre-test score before treatment.

The influence of students' interest in learning using the role playing method on Civics learning in class III at SD Muhammidayah 19.

Based on the results of data processing which was successfully collected with the help of the SPSS application, the data is homogeneous so it can be seen that the resulting sig (2-tailed) value is 0.000 < 0.05. So it can be concluded that Ha is accepted and H0 is rejected. This means that there is a significant influence on the use of role playing learning methods on students' learning interest in Civics Class III SD Muhammadiyah 19 Medan. The following are the results of the pretest and post-test learning outcomes obtained by class III students, including:

Table 5. Pretest and Post-test Results
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	46,5000	26	8.32947	1.63354
	posttest	85.5769	26	11.48973	2.25332

Based on table 4.4 above, it can be seen that the results of the pretest and post-test are in class III with a total of 26 students. The pretest results obtained a mean value of 46.50 with a Std.Deviation of 8.32 and a Std.Mean of 1.63. And the post-test results obtained a mean value of 85.57 with a Std.Deviation of 11.48 and a Std.Mean of 2.25. This research aims to determine the effect of the Role Playing learning method on student learning outcomes. To calculate the hypothesis by comparing Pre-test data and Post-test data. From the hypothesis test calculations, it can be seen that there is an influence of the Role Playing method on the learning outcomes of class III students at SD Muhammadiyah 19 Medan Denai. In the results of this study there is an influence because the sig (2-tailed) value is $0.000 < 0.05$. Based on this, it can be concluded that Ha is accepted and H0 is rejected. This means that there is a significant influence on the use of the Role Playing method on students' interest in learning in Class III PKN Subjects at SD Mhammadiyah 19 Medan. This is also in line with previous research related to research that has been carried out. The following are some of the results of previous research that are relevant to the research conducted by researchers: Vidia Sauna with the title, "Application of the Role Playing Model to Increase Interest in Learning in Social Sciences Learning for Class IV Min 4 Students in Banda Aceh". Based on the research results, it shows that student activity during the learning process using the role playing model has increased, with a score of 73.9% in the quite good category in cycle I, while in cycle II with a score of 93.7% in the Very good category, this shows that student activity at MIN 04 Banda Aceh Class IV during learning using the Role Playing learning model went very well and in accordance with the expected criteria. Class IV-a MIN Banda Aceh students' interest in learning using the Role Playing learning model has increased.

From the test results in the cycle with a score of 2.69% in the sufficient category, while in cycle II the score increased to 3, 32% Good category. If you look at cycle II, students experienced a lot of improvement. In this cycle, the process of increasing student interest has reached completion in the good category, both individually and in groups. Nurwana with the title "The Influence of Using Role Playing Learning Methods on Student Interest and Learning Outcomes on the Circulatory System Material for Class Xi of State High School 9 Makassar". Based on the research results, it shows that there is an influence of the Role Playing method on interest in studying biology, circulatory system material in Class The influence of the Role Playing method on the biological results of circulatory system material in Class Students' interest in learning after applying the Role Playing method obtained an average value of 83, Ira Kendi with the title "The Influence of Using the Role Playing Method on Class X Students' Interest in Learning on Virus Material at Sma Azharyah Palembang". Based on the research results, it was concluded that the use of the Role Playing method had an effect on students' interest in learning about virus material at Azharyah Palembang High School. This can be seen from the t test where the value obtained for $t = 11.75$ and t table is significant at 5% = 1.671 means that H0 is rejected and Ha is accepted. Lutfi Sofiatunjauhariah with the title "Using the Role Playing Method to Increase Interest and Achievement in Learning Social Sciences in Class 4 Students of Sd Negri 3 Jatilawang in the 2018/2019 Academic Year". Based on the research results, the research reflected on the implementation of the second cycle using the role playing method to increase interest. and social studies learning achievement for grade 4 students at SD N 3 Jatilawang in 2019. Analyzed to draw conclusions, if the success indicator has reached 70% and experienced a significant increase, then cycle II is used as consolidation and the research is stopped. Novita Maharani Lubis with the title "The Influence of Role Playing Learning Methods on the Learning Outcomes of Class IV Min 8 Students in Medan, Medan Petisah District in Civics Education Subjects (Pkn) FY 2018/2019". Based on the results of research discussions that have been carried out, it can be concluded that learning with using conventional learning (package book media) and lectures in the control class (IVA) in Civics lessons on central government material for student learning outcomes, obtaining an average Pre Test result of 42.00 and an average Post Test result of 61.50. As a result of the research and discussion that has been carried out, it can be concluded that learning using the role playing method in the Experimental Class (IVB) Civics lesson on central government material on student learning outcomes obtained an average Pre Test result of 62. 50 and Post Test average 83.50. It can be concluded that the role playing method has an effect on improving student learning outcomes and also fostering student enthusiasm for learning, compared to learning that uses the lecture model.

Rizki Tri Permatasari with the title "The Influence of the Use of Role Playing Learning Methods on Learning Outcomes in Social Sciences Subjects in View of Student Creativity in Elementary School 66, Bengkulu City." p (Sig) is 0.003 < 0.05, Ha, which means there is a difference in the social studies learning outcomes of students who are taught using the role playing model and the conventional model. Ha is accepted, H0 is rejected. Based on the results of the two-way ANOVA, the value obtained is Fcount = 15.209 > Ftable = 2.4056 and the p value (Sig) is 0.000 < 0.05, Ha is accepted, which means there is an influence of differences in social studies learning outcomes for students based on the level of creativity. Ha accepted H0 rejected Based on the results of the two way anova the value obtained is Fcount = 0.680 < Ftable = 2, 4056 and a p value (Sig) of 0.511 < 0.05, H0 is accepted, meaning there is no influence on the interaction of learning methods with creativity on learning outcomes. H0 is accepted Ha is rejected. Junianti with the title "The Influence of Using the Role Playing Method on the Cognitive Learning Outcomes of Students in Tema 9 Class V Sdn 38 Mataram for the 2020/2021 Academic Year". Based on the research results, the cognitive learning outcomes of students using the role playing method are said to have an influence or positive impact, if the results Students' cognitive learning is higher than before using the role playing method, so hypothesis (H1) is accepted. It can be concluded that the role playing method has a positive effect on students' cognitive learning outcomes.

Conclusion

Based on observation, research, discussion and analysis of the data previously described, it can be concluded that: (1) Students' interest in learning in the upper class, namely class IV, showed that from the 15 questions that had been tested on students, there were 10 valid questions, namely questions number 1, 6, 7, 8, 9, 10, 11, 12, 13, and 15. And there are 5 questions that are invalid, namely questions number 2,3,4,5 and 14. So 10 questions are used for research (2) The results of the reliability test on the student interest in learning instrument which had been tested in the research obtained a reliability coefficient value of 0.840. If interpreted using the instrument's reliability level, the reliability coefficient above is included in the high category (3) Students' interest in learning in class III obtained an average Pretest score of 46.50 which after being given treatment and being given a Post-test increased to 85.57. This shows that the use of the Role Playing method has an influence on student learning outcomes in class III (4) The Role Playing learning method has an influence on students' learning interest. This is because based on the pre-test and post-test results obtained in the two research tests, it shows that students' interest in learning is compared with conventional methods. This is shown from the results of student hypothesis testing which obtained a student interest in learning value of sig. (2-tailed) 0.000 < 0.05 so that it is in accordance with the decision making criteria, namely if the significant value is $\alpha < 0.05$ then Ha is accepted and H0 is rejected. So the conclusion is drawn that Ha is accepted and H0 is rejected. This means that there is a significant influence on the use of role playing learning methods on students' interest in learning in Civics Class III SD Muhammadiyah 19 Medan Denai.

Based on the research results and conclusions above, the following suggestions are presented:

1. For schools
   Based on the results of this research, it is recommended to schools that the teaching and learning process can use the Role Playing learning method used during classroom learning.
2. For educators
   Educators are advised to use the Role Playing learning method when Civics learning takes place so that learning is more effective and enjoyable.
3. For researchers
   For researchers who will carry out further research, it is hoped that they can develop the research again using the Role Playing method in other subjects.

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