

Improving PKN Learning Outcomes Through the Role Playing Learning Method in Class V of SD Negeri Lawe Sempilang Kec Lawe Alas District. Southeast Aceh 2023/2024 Academic Year

Ricka Anggrayni Tanjung¹

¹Program Studies Education Teacher School Base, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

ARTICLE INFO

Keyword

Learning outcomes, role playing method, elementary school

ABSTRACT

The Civics learning process at SD Negeri Lawe Sempilang rarely uses learning methods that attract the attention and activeness of all students in the class. Only a few students are active and most of the other students do not understand the Civics material taught by the teacher. So that the level of understanding and absorption of explanations from the teacher when the learning process between students is not the same. This research is a classroom action (PTK) with the research subject being the fifth grade students of SD Negeri Lawe Sempilang in the 2023/2024 academic year. The data test method used in this research is the test method, interview and observation. The collected data were analyzed using descriptive analysis. The use of the role playing method can improve student achievement in grade V SD Negeri Lawe Sempilang on the subject of respecting collective decisions. In the research that has been done it is proven that the activeness of students in participating in the learning process is increasing. This can be seen from the results of the tests that have increased in the final test of cycle 1 the average score of students is 74.45 and in cycle 2 the average value is 82.5. Likewise, in terms of completeness, it also increases from cycle 1 to cycle 2, namely 63.6%, increasing to 90.9%.

Introduction

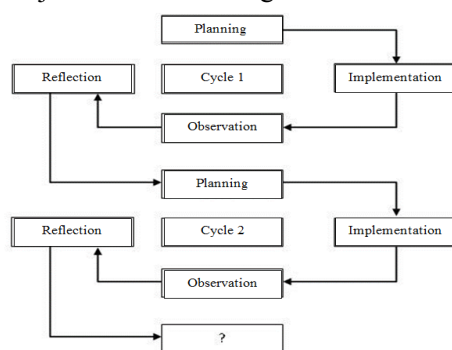
According to Slameto in (Ariana, 2016) learning is a process of effort carried out by a person to obtain a change in behavior as a whole, as a result of one's own experience in interaction with the environment. Ngali Purwanto in (Ryan 2013) said that learning is a change in personality that expresses itself as a new pattern rather than a reaction in the form of skills, attitudes, habits, intelligence, or understanding. Meanwhile, according to Syaiful Bahri Djamarah in (Ariana, 2016) learning is an activity to obtain changes in behavior obtained from an experience of environmental interaction regarding cognitive, affective and psychomotor aspects. Changes in behavior do not only occur due to the acquisition of knowledge and experience. Having direct experience will make it easier for expected behavior to occur after learning activities are carried out. The learning process cannot be observed directly to see difficulties to determine changes in learning behavior. Assessments are carried out to observe changes in behavior. From the opinions above, it can be concluded that learning is an activity that has a goal and a process of changing behavior that is carried out consciously, whether it is changes in knowledge, experience regarding cognitive, affective and psychomotor aspects that produce changes in behavior. Education is learning that obtains knowledge or experience about something for the purpose of life. Every human being needs education to improve life in a better direction. Therefore, the importance of education is to form human beings who are qualified and have good morals. (Suprianto, 2015) said that one of the things that plays an important role in the success of education is the process of

implementing learning. The implementation of good learning is greatly influenced by good planning. In principle, learning is an interaction between teachers and students in the teaching and learning process. Teaching activities carried out by teachers greatly influence student learning activities. Festiawan (2020). Learning is a process of gaining knowledge and experience in the form of relatively permanent or persistent changes in behavior and reaction ability due to the interaction of the individual with his environment. It is an effort made deliberately by educators to convey knowledge, organize by creating an environmental system with various methods so that students can carry out learning activities effectively and efficiently and with optimal results. Good learning is learning whose process has learning strategies, learning methods or learning models that are well designed which aims to improve student learning outcomes. In determining strategy.

The teacher's learning method or model must also be adjust to the conditions of the students in the class so that the conditions in the class remain conducive and the delivery of the material is easier to accept and the objectives of the learning are achieved. According to Oemar Hamalik in (Rahma et al., 2021) says that a method is a method or set of ways, paths and techniques used by educators in the learning process so that students can achieve learning goals or certain competencies that are formulated in the subject syllabus. So in this research the role playing learning method is expected to help teachers achieve the goals of the learning and improve student learning outcomes. The Role Playing learning method is a learning method that can make students active, independent and fun. The Role Playing method is able to form good cooperation between teachers and students, students and other students. By using the Role Playing learning method, an active and creative learning atmosphere is created and togetherness in the class will be better. According to Sanrock in (Herlina, 2015) states the definition of Role Playing, namely an enjoyable activity. Role playing is an activity carried out by someone to play a role to gain pleasure and learn. Role Playing is a method of group guidance and counseling that is carried out consciously and discusses roles in the group. Santrock also stated that role playing allows students to overcome frustration and is a medium for therapists to analyze conflicts and how they resolve them. The conclusion from the Role Playing learning method can create an active and creative learning process. Apart from that, it can overcome stress and frustration in the monotonous and boring teaching and learning process. With this role playing scenario, students can evaluate the experience they had while playing the role. The curriculum is an important component in education, the implementation of the 2013 curriculum aims to become a citizen who is faithful, productive, creative, innovative, and able to contribute to society, nation, state and world civilization (Tasya Nabillah & Abadi, 2019). In the 2013 curriculum, learning is conceptualized with other learning or what is called thematic learning. Through this thematic approach, teachers can link one subject to another. This causes a change in the learning process usually carried out by teachers who are used to evenly distributing subjects and switching to the concept of themes. Initial observations are very important to do before conducting research. Therefore, through direct observation at Lawe Sempilang State Elementary School on October 26 2022, I conducted an interview with the class V teacher and it turned out that the KKM score for the PKN subject was 75 and there were still many students whose scores were incomplete. Apart from that, the school still uses conventional learning. It can be seen that during the learning process, the teacher uses the lecture method when delivering material to students, so that the learning process seems monotonous and not varied. Apart from that, the learning process also only leads to the teacher, there is no active involvement of students during the learning process.

Research Methodology

The type of research used is Classroom Action Research (CAR). Classroom Action Research (PTK) is 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 participatively with the aim of improve or improve the quality of the learning process in the class through certain actions (treatment) in a cycle. The planned action is in the form of implementing a role playing learning model. This research will be carried out at Lawe State Elementary School Sempilang research subjects were all fifth grade students.



Picture 1. Classroom Action Research Cycle

In this classroom action research, researchers used a model developed by Kemmis and Mc Taggart. Where each cycle consists of: (1) planning, (2) implementing actions, (3) observing, (4) reflecting, and (5) evaluating. Data collection techniques use observation, interviews and tests methods. The observation method is defined as the systematic observation and recording of symptoms that appear on the research object. Observations were carried out to directly observe the activities of students and teachers during the learning process using the role playing learning model at Lawe Elementary School Smooth at every meeting. Data in the form of learning implementation data during the learning process. Interviews are questions asked by students and teachers to obtain information about necessary things. The test used in this research is a written form test. Tests are used to determine student learning achievement which are held at the end of each cycle. The data analysis technique uses qualitative descriptive analysis.

Results and Discussion

The role playing method in learning is something new for the teacher and this is the first time the teacher has implemented it. At the beginning of the implementation and application of this method on the subject of appreciation decision together, Lots shortcomings Good on implementation learning, activity students as well teacher activities. On cycle 1 Still Lots students who not enough enthusiasm in participating in teaching and learning activities, there are students who still have difficulty doing practice questions, students who are less clever seem less enthusiastic about doing practice questions or less enthusiastic about following lessons. Many students cheat when working on post test questions. Realizing that there were deficiencies in cycle 1, the researcher made improvements which were carried out in cycle 2, and in cycle 2 the deficiencies could be corrected. Among them, students who lack enthusiasm in participating in teaching and learning activities have decreased, there has been an increase in self-confidence in being active and in working on practice questions, and having the courage to present the results of their work in front of the class correctly. The teacher's learning process is also approaching perfection, the teacher's voice can be heard by all students and the teacher's attention to all students is evenly distributed. As a result of research conducted by researchers from cycle 1 and cycle 2, several findings were obtained, including the following:

1. There is a significant increase in student learning outcomes in the use of the role playing method in Civics subjects in cycle 1 and cycle 2 for class V students as measured using learning outcomes tests.
2. There is an increase in student activity in the learning process from less active to more active which can be seen from the results of observations of researchers' activities in the learning process.
3. Students feel happy learning to take part in Civics learning using the role playing method
4. It is easier for students to understand the material by using the role playing method. It's easier to remember when studying, especially Civics lessons
5. The use of the role playing method in the material of appreciating collective decisions received positive to very positive responses from students.

Based on observations that have met the benchmark for success in learning mastery, namely the average student score has reached 82.5, the research was stopped in cycle 2.

Table 1 . Recapitulation of test results

Aspect Which assessed	Pre Cycle	Cycle I	Cycle II
Mark average	62.09	74.45	82.5
Student complete	8	14	20
Completeness Study	36.3%	63.6%	90.9%

Based on the table above, it can be seen that student learning outcomes have increased. This can be seen from the results of the pre-test of student completion which only reached 36.3%, increasing to 63.6% in cycle 1 And increase Again become 90.9% on cycle 2. Completeness Study Which achieved is as expected. This increase in learning shows that learning using the role playing method can improve student learning outcomes. The role playing method is a method that can increase student activity. The role playing method is a way of mastering learning materials through developing students' imagination and appreciation by acting as characters. This game is generally played by more than one person, it depends on what is being played. (According to Arifin, 2022) learning outcomes are various efforts made to improve the learning process, so that effective learning is carried out optimally which can be seen from the achievement of learning completeness. The learning results obtained can change students' behavior or even thinking patterns. This is in accordance with Bundu's opinion which states that elementary school learning outcomes are everything that creates change behavior or various things. Good learning results can be achieved by students by paying attention to several aspects that must be fulfilled. Starting from learning planning to implementing learning. According to Mansyur, the advantage of the role playing method is that, by applying the role playing method, students are trained to be able to understand and remember the material

that will be dramatized around the teaching material. The results of this research are in line with the results of previous research, namely that there was an increase in student learning outcomes in subjects.

Conclusion

Based on the results of the Classroom Action Research (PTK) that was carried out, the researcher concluded that Application method roles playing on the eyes lesson Basic Civics discussion respecting joint decisions in class V of Lawe Sempilang Elementary School consists of 2 cycles. Each cycle is divided into 3 stages, namely the initial stage, the core stage and the final stage. The initial stage includes: 1) opening the lesson; 2) convey learning objectives; 3) provide motivation. The core stage includes: 1) Explanation material; 2) Explanation method *roles playing*; 3) Share script drama; 4) Assign roles and explain each character; 5) Implementation of sociodrama, and 6) Presentation of observation results. The final stage includes: 1) Summarizing the learning results, 2) giving post test questions. Use method roles playing can increase performance Study student class V Lawe Sempilang Elementary School on the subject of respecting collective decisions. In the research that has been carried out, it is proven that students' activeness in participating in the learning process is increasing. This can be seen from the test results which experienced an increase in the final test of cycle 1, the average student score was 74.45 and in cycle 2 the average score was 82.5. Likewise, in terms of completeness, there was also an increase from cycle 1 to cycle 2, namely 63.6%, rising to 90.9%.

References

- Ahmadi And Prasetyo, Q Joko. 1997 *Strategy Study Teach* (Bandung: Faithful Library)
- Arifin 2012 *Evaluation of Learning Principles, Techniques, Procedures* (Bandung: Teenagers Rosdakarya)
- Bundu 2006 *Assessment of Process Skills and Scientific Attitudes in Science Learning – Elementary School*. (Jakarta: Department of National Education, Directorate General of Higher Education, Directorate of Manpower).
- Djamarah, B Syaiful, And Z Aswan 2008 *Strategy Study Teach* (Jakarta: PT Rineka Create)
- M Mashadi 2019 Increasing Attention and Civics Learning Outcomes on Character Materials through the Talking Stick Learning Method (Class Action Research on Class I Students Semester 2 SDN Ngiyono Academic Year 2015/2016) *JPI (Jurnal Educator. Indonesia. J. Ilm. Educator. 5(1)* 109–115
- Murtadlo 2012 Application of the Role Playing Method in Competency Standards for Understanding the Activities of Economic Actors in Society Economic Social Sciences Subjects as an Effort to Improve Student Learning Outcomes at Smp 4 Kudus *Economic Education Analysis Journal 1 (1)*
- Nurhasanah, A Sujana, A Sudin 2016 Application of the Role Playing Method to Improve Student Learning Outcomes On Relationship Material Creature Life With *its Environment Scientific Pen Journal, 1(1)* 611-620.
- Purwanto 1990 *Psychology Education* (Solo : Mass Hope)
- Rokhimah 2019 Efforts to Improve Civics Learning Outcomes Concerning Fighting Values in the Process of Formulating Pancasila as the Foundation of the State for Class VI A Students at Kasreman State Elementary School through the Bamboo Dance Method in Semester I of the 2018/2019 Academic Year *JPI (Jurnal Educator. Indonesia. J. Ilm Educator. 5(2)* 8–13
- Sagala 2011 *Draft And Meaning Learning* (Bandung: alphabet)
- Sudjana 2005 *Evaluation Results Process Study Teach* (Bandung: Teenager Rosdakarya)
- Suhartini 2019 Enhancement Learning achievement Civics through Method Cooperative On Student elementary school *JPI (Journal Educator. Indonesia. J. Ilm. Educator 5(1)* 96–101
- Sumiyati 2009 *Method Learning* (Bandung: CV. Discourse Prima) Utama 2000 *Enhancement Effectiveness Learning Mathematics Through Improvement Teaching Style at SLTP N 18 Surakarta* (Yogyakarta: UNY Postgraduate Program)
- Tuken 2016 Improving Student Learning Outcomes in Civics Subjects Through Cooperative Learning Type of Role Playing in Class VI Sdn IV Parepare City *Journal of Educational Publications, 6(2)*, 123-129.
- Zaini 2008 *Strategy Learning Active* (Yogyakarta: References Human Madani)