

# EFFECTIVENESS OF ROLE-PLAYING METHOD TOWARDS STUDENT'S PARTICIPATION IN SOCIAL STUDIES LEARNING AT ELEMENTARY SCHOOL

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**Abstract**---This study aims to determine the differences in the effectiveness of student learning participation in social studies subjects using the role playing method and those who do not use the role playing method in fifth grade students at Margasari II Elementary School in 2018/2019 Academic Year. This research is a quantitative research with quasi experimental research type. Test instrument used to determine student participation in social studies learning by using a questionnaire test. The results of data analysis in the experimental class pretest the value obtained is still low value obtained by 16.00, while the control class is 18.00. After treatment is carried out learning using the role playing method. The results of the analysis in the experimental class posttest showed that participation in social studies learning students increased by an average of 19.00, while in the control class an average value of 17.00 was obtained. Based on the *t* test conducted sig (2-tailed) <0.05 which means that there are differences in student participation in social studies learning. From the results of the research that has been done, it can be concluded that there are differences in the effectiveness of the role playing method on the participation of students in social studies learning in 5th grade at Margasari II Elementary School in 2018/2019.

**Keywords:** STUDENT'S PARTICIPATION, ELEMENTARY SCHOOL, SOCIAL STUDIES ]

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## I. INTRODUCTION

The education component has three elements, namely educators or teachers, students or students and educational goals. The process of education will occur when the three elements are interconnected functionally in a unified unity. Therefore, Siswoyo (2013:44) suggests that "teachers as one of the central elements in education have an important role in the learning process to deliver students to the educational objectives that have been established" likewise with Hamalik (2010:171) suggests that "effective teaching is a teaching that provides self- learning opportunities or conducting their own activities." It means that effective learning requires the involvement of students in it. Students are placed as the subject of learners, as subjects of students must be actively involved in the learning process. Students are not only tasked with receiving all sorts of information, but students should try to obtain and obtain information in their own business.

Students who strive to experience and do during learning can form a more meaningful pattern of knowledge for students. By engaging students actively, the learning process has been designed to develop the students cognitive, affective, and psychomotor aspects. In addition to the absence of learning from students, the learning process is unlikely to take place well as the learning process involves the interaction between learners and educators. In other words, student learning is one

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of the principles that teachers need to be aware of in the learning process. Efforts to increase learning participation can be applied at all levels of education, especially in basic education. In fact, in the field of student participation in the classroom is very low, there are many students who are passive in learning so that they are dominated by several students in the classroom. As happened in class V elementary school Margasari II.

Based on observation shows that:

(1) Students participation in the learning is still low; (2) Students are less active and less enthusiastic on the social studies lessons whose learning process is dominant lecture; (3) Learning is discourse so that students tend to be less interested because they feel bored when studying in class; (4) Only a few students are active and passive participation in learning; (5) Group work is only undertaken by a few students who tend to excel so that the other student is not a passive participant; (6) The lack of use of innovative and varied models, methods or strategies to build student participation, especially in social studies lessons.

The results of the observation are also supported from the interview with one of the teachers of class five Margasari II elementary school, that explain that passive students during the learning of social studies, especially on material history, students are said to be passive because students lack interest in Learning and boring. The condition causes the need to implement a varied social studies learning method and gives the students the opportunity to participate actively, one of which is with the implementation of the social studies learning method that leads to active and enjoyable learning. Such learning can be realized through the implementation of role playing methods. According to Maulida (2013)," One of the strengths or superiority of the role-playing method is to attract the child's attention, so the atmosphere of the class increasingly alive "the use of Role playing method students will be able to participate in the learning process, because this method involves students To activity both physically and psychically and animate the classroom atmosphere. Meanwhile, according to Hamalik (2010:214) asserted that "the excess role playing method is to provide students with opportunities for active learning activities." When students ask or express their opinion, it means students have participated and are active in the learning process. More over, during the learning process the students are invited to do something, invited to discuss, put the lesson material, take notes or summarize, then the learning process has emphasized students as a subject of learners.

Adam Blatner, M.D, 2009, mentioned Role playing, a derivative of a sociodrama, is a method for exploring the issues involved in complex social situations. Sociodramas basically dramatize behavior in relation to social problems. Role play rules are basically simple: role plays must be focused; the objectives must be clear and understood; instructions must be clear and understood; feedback needs to be specific, relevant, achievable and given immediately Role playing is a learning method that is directed to create historical events, create actual events, or events that may arise in the future.

Role playing is very important for participation, fun for students of all ages, and doing a good task to encourage the taking of views (Thomas Lickona, 2012: 377). For those who serve as actors, students can enter the point of view of the person they portray, that is, they can think and feel according to the circumstances. Students are directly involved in presenting according to their respective roles, both as actors and observers. As an observer, the position of students can be more emphasized on the condition of seeing directly, observing and being able to imagine the real conditions of events at that time, as well as being able to capture all the expressions and enthusiasm that arise from each character played. In the role playing method, the emphasis is on emotional involvement and sensory observation in a real problem situation. Students are treated as subjects of learning, actively engaging in language practices (asking and answering) with their friends in certain situations. Effective learning starts from a student-centered environment. By observing and capturing expressions, students can more easily grasp the meaning of every event that occurs, different only if by reading a book or listening to a lecture from the teacher.

Pratiwi (2014) through playing the role of students exploring issues of human relations by demonstrating them. The results of the demonstration or play are then discussed in class, so that together they can explore their feelings, attitudes, values, and various problem solving strategies. Activities in playing roles in this class also make students actively discuss and find solutions to solve problems (Wahyudi, 2013). So students can solve problems together in the classroom. Thomas Lickona (2012: 377) said, a research study found that role playing is the most effective method of stimulating student interest and participation.

Using this role playing method all students will participate actively in the learning process. Students will need other students to emulate the deeds, reactions and produce of the world as they see, so that the social relationship will be established therein. Therefore, researchers intend to conduct research under the title of "effectiveness of Role-Playing method on students participation in learning social studies class V students elementary School".

## II. RESEARCH METHOD

The research method used in this study is a quasi-experimental research method that is to determine the relationship between research variables. The research variables in question are the role playing learning method as the independent variable, and student participation as the dependent variable. So, in this study treatment will be given using the role playing method and see an increase in students' social studies learning participation.

The study design uses Nonequivalent Control Group Design where subjects are not randomly grouped. The place of the research is SDN Margasari II Karawang in the second semester in class V. The instrument of student learning participation is by using a questionnaire. The normality test is carried out using the Liliefors Test and the homogeneity test using the Barlett Test. The data analysis technique used is the t- test.

## III. RESULT AND DISCUSSION

Experimental class is a class that is given treatment using the role playing method during the social studies learning process. The control class is a class that is in the learning process using conventional methods.

Before the two classes are given learning, both are given a pre-test (pretest) first, to determine student learning participation before being given treatment.

Data obtained to determine the ability of initial results in students is by using the SPSS program. The summary of the results of the pretest data processing of the two classes can be seen in the following table:

Table 1 Pretest Value Test of Social Studies Learning Participation Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Eksperimen	20	10.00	16.00	13.750	1.743
Kontrol	20	10.00	18.00	14.250	2.124
Valid N (listwise)	20				

Based on table 1 above shows that the statistical description for the pretest learning outcomes of social studies that the maximum value for the experimental class is 16.00 and the minimum value is 10.00 with an average of 13,750 and a standard deviation of 1,743. Whereas in the control class the maximum value obtained is 18.00 and the drinking value is 10.00 with an average of

14.250 and a standard deviation of 2.124. The summary of the results of the posttest data processing of the two classes can be seen in the following table:

Table 4.2 Posttest Value Test of Descriptive Learning Outcomes in Social Studies Learning

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
eksperimen	20	16.00	19.00	19.350	4.670
kontrol	20	12.00	17.00	15.050	2.571
Valid N (listwise)	20				

Based on table 2 above shows that the statistical description for posttest social studies learning results that the maximum value for the experimental class is 19.00 and the minimum value is 16.00 with an average of 19,350 and a standard deviation of 4,670. Whereas in the control class the maximum value obtained is 17.00 and the drinking value is 12.00 with an average of

15.050 and a standard deviation of 2.571.

Then hypothesis testing is performed. Hypothesis test of the posttest data of the experimental and control class is to find out the increase in students' social studies participation by the role playing method. Here are the results of the hypothesis test:

Table 3 Hypothesis Test Results for Experiment and Control Classes

Paired Samples Test								
		Paired Differences				t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
					er	er		

Pair 1	pretest eksperimen	-	-3.600	2.847	1.413	- 4.46	- 2.73	- 8.71	19	.000
	posttest eksperimen					4	6	8		
Pair 2	pretest kontrol	-	-.800	1.105	.247	- 1.31	-	- 3.23	19	.000
	posttest kontrol					7	.283	8		

Based on the paired samples test table (Hypothesis test) shows that the probability value is 0,000. Because the significance value is  $0.000 < \alpha = 0.05$ , it can be stated that  $H_0$  is rejected. This can explain that there is an influence of the role playing method on the participation of fifth grade students in elementary school.

#### IV. CONCLUSION

Based on the results of research and data analysis, it can be concluded that the use of the role playing method has an effect on the learning participation of fifth grade social studies in Margasari II. Based on the posttest results, it was found that the average learning participation in students who were treated with the role playing method (experimental class) was higher than the average learning participation in students who were treated with conventional learning (control classes). The average pretest score obtained by the experimental class is 16.00. The average pretest score in the control class is 18.00. After taking the action, the experimental class posttest is obtained that is equal to 19.00 and the control class is 17.00. The number of increase in the experimental class based on pretest and posttest values was 28.35% while in the control class it was 18.20%. Calculations using the t-test ie paired sample T test obtained a probability value (significance) of 0.000 at a significant level of 0.05. Because of the significance value, it can be concluded that  $H_0$  is rejected. This proves that the use of the role playing method influences learning participation in fifth grade students in the even semester of Margasari II elementary school.

Based on the findings of the research that has been done, it can be recommended that the role-playing method can be used as one method to improve and develop elementary student learning participation in social studies subjects and the results of this study can be used as a reference for future researchers for a broader scale.

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