



The Application of The Role Playing Method in Improving The Learning Outcomes of IPAS on the Material of Animal and Human Body Movements

Windi Megayani¹, Yantoro², Basyir³, Misnawati⁴

Universitas Jambi^{1,2,3,4}

windimegayani@gmail.com¹, yantoro@unja.ac.id², pakbasyir17@gmail.com³,

mizz.nawaties@gmail.com⁴

Receive: 11/08/2024

Accepted: 11/09/2024

Published: 01/10/2024

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada pembelajaran IPAS materi gerak tubuh hewan dan manusia melalui metode role playing di kelas V SDN 42/IV Kota Jambi. Metode yang digunakan dalam penelitian ini yaitu tindakan kelas (Classroom Action Research) dengan subjek adalah siswa kelas V yang berjumlah 15 orang di SDN 42/IV Kota Jambi. Penelitian dilakukan untuk menemukan solusi atas permasalahan pembelajaran yang muncul di kelas. Ada empat langkah yang terlibat dalam penggunaan metode ini: perencanaan, pelaksanaan, pengamatan, dan refleksi tindakan. Keempat tahapan ini merupakan siklus yang berulang, menggunakan prosedur yang sama dan dengan tujuan mengajar melalui permainan peran. Hasil penelitian menunjukkan peningkatan hasil belajar IPAS pada materi gerak tubuh hewan dan manusia. Peningkatan hasil persentase nilai dari pra siklus 56,5% meningkat di siklus I menjadi 69,5%, kemudian meningkat di siklus II menjadi 83,5% yang masuk kategori baik dan mencapai ketuntasan.

Kata Kunci: Hasil Belajar, IPAS, *Role Playing*

Abstract

This study aims to improve student learning outcomes on the material of animal and human body movements through the role playing method in class V SDN 42/IV Jambi City. The method used in this research is class action (Classroom Action Research) with the subject being class V students totaling 15 people at SDN 42 / IV Jambi City. The research was conducted to find solutions to learning problems that arise in the classroom. There are four steps involved in using this method: planning, implementation, observation, and reflection of the action. These four stages constitute a repetitive cycle, using the same procedures and with the aim of teaching through role play. The results showed an increase in IPAS learning outcomes on the material of animal and human body movements. The increase in the percentage of scores from the pre-cycle 56.5% increased in cycle I to 69.5%, then increased in cycle II to 83.5% which was categorized as good and achieved completeness.

Keywords: learning outcomes, IPAS, Role Playing

INTRODUCTION

Learning is an action that is carried out deliberately by someone in a conscious condition to gain new understanding, concepts, or knowledge in the hope that it can cause relatively permanent changes in behavior, both in thinking, feeling, and acting (Susanto, 2013). IPAS subjects emphasize basic science related to social interests. Unfortunately, this subject is often considered less desirable by most students because the approach emphasizes memorization rather than logical thinking, with a high amount of material that requires memorization.

Students often perceive that IPAS learning is monotonous and lacks variety, especially if the teacher delivers it with a monotonous, theoretical teaching style and without using interesting learning media. Therefore, it is important to design IPAS subjects in a way that allows the development of knowledge, understanding, and analytical skills towards the social conditions of society, given the ever-changing and dynamic society (Saputra, 2015).

In its implementation, there is still a tendency for textbook-focused learning, especially in IPAS subjects. Conventional approaches to learning tend to only translate knowledge from teachers to students through one-way communication in the classroom. Students then act as passive recipients who are expected to memorize notes to answer exam questions (Masumah, 2017). Teaching experience in the field shows that students often have difficulty in internalizing and applying these concepts. Sahidu & Sani (2018, p: 37) support this finding by mentioning that the difficulty is caused by the lack of integration between learning methods and students' characteristics and needs.

Saputra (2015) asserts that learning methods have a very important role in the educational process, and therefore, teachers

need to be smart in choosing appropriate methods. Fun teaching is also proven to be a determining factor in the success of learning, where students more easily understand and accept the material when learning is done in an interesting way. To overcome boredom and provide variety in IPAS learning, it is necessary to use a variety of learning methods and approaches by teachers.

Variations in learning methods and media aim to clarify the delivery of material and overcome the limitations of teachers in teaching, while diverting students' attention to be more focused on the subject matter presented (Sofyan, 2017). Nevertheless, the learning outcomes of grade V students at SDN 42/IV Jambi City in IPAS subjects show that most students have not reached the minimum completeness score. Of the 15 students, about 46.6% or 7 students have not reached the score of 70 (KKM). The observation results also show that students tend to pay less attention to the teacher's explanation, and learning is still very teacher-centered. Although students are expected to be more proactive during the teaching and learning process, there are still difficulties in developing ideas. This can be caused by the limitations of learning methods which currently only focus on lectures and assignments. Therefore, it is necessary to apply a learning model that is more interesting and motivating to students, such as the use of the role playing method.

Role playing is a form of play in which players portray certain characters. They choose or are assigned by the teacher to play characters with certain characteristics. The players can play together and improvise to direct the flow of the game (Budimanjaya & Said, 2016). The objectives of implementing the Role Playing learning model, as explained by Djamarah (2014: 88), are: (1) developing students' ability to appreciate and feel the feelings of others; (2) training students in responsibility; (3) helping students in

making decisions in groups, in various situations; (4) developing students' thinking skills in solving problems.

The application of the Role Playing model is considered in accordance with the characteristics of students, especially elementary school students, because they like to play and actively move (Suarsana et al, 2013: 4). Syaodih (in Suarsana et al, 2013:4) also stated that the main characteristic of elementary school children is the tendency to like to play and move. Therefore, a learning approach that creates a fun atmosphere and allows students to learn while playing is a must for teachers.

Based on the identification of problems that have been carried out and support from study and research references, research was conducted with the title "Efforts to apply the role playing method in improving IPAS learning outcomes on animal and human body movements in class V SDN 42/IV Jambi City".

METHOD

This research was conducted using the classroom action research method, which is an activity carried out in the classroom to solve problems in learning faced by teachers (Salim, *et al.*, 2015). Classroom action was carried out from October-November of the 2023/2024 school year.



Figure 1: Schematic of the PTK Research Model

The subjects studied were fifth grade students of SDN 42/IV Jambi City with a total of 15 students. And the object of research is the learning outcomes of

students in social studies lessons on animal and human body movements. Data collection techniques are observation and tests in each cycle. Tests were conducted to measure the increase in student learning outcomes class V SDN 42 / IV Jambi City. Furthermore, the research will be carried out in two cycles, each of which contains planning, implementation, observation and reflection.

Research planning will be carried out by researchers by making research improvement plans in class V SDN 42/IV Jambi City, including: identifying problems related to students' understanding abilities, analyzing problems, designing learning models to be used, followed by discussing appropriate methods and media to be used during learning. In the implementation stage, the research will be carried out in two cycles, each of which consists of one meeting. Implementation will be carried out in accordance with the lesson plan, using media in learning activities, continued by paying attention to the time allocation during activities, and anticipating any obstacles that occur during the learning process.

Observation is carried out in this study to see the extent of student understanding of student learning outcomes that have been learned during the implementation of the learning process. Finally, the reflection stage, where the teacher reviews the results of observations in the learning process that has been carried out. Then it will be adjusted to the achievement indicators and planning is carried out if it has not improved for the strategy in the next cycle. In determining student success, researchers will look at student learning outcomes which are then categorized as follows:

Criteria	Results	Category
Very less	<40%	Student IPAS learning outcomes are very less
Less	41%-55%	Students' IPAS

		learning outcomes are less
Fair	56%-70%	Student IPAS learning outcomes are fair
Good	71%-85%	Student IPAS learning outcomes are good
Very good	86%-100%	Student IPAS learning outcomes are excellent

The results of the data acquisition will then be calculated and categorized according to the success indicators above. This is also to see the comparison or improvement that occurred in the learning outcomes of fifth grade students of SDN 42/IV Jambi City.

RESULTS

Learning of grade V students of SDN 42/IVJambi City on the material of animal and human body movements by applying the role playing method carried out with the planning stage to reflection takes place quite well. Learning preparations are carried out by researchers and teachers starting from compiling learning steps with the role playing method, learning resources and media, to evaluating learning in the form of giving tests in this study after applying role playing or role playing. Before the implementation of class action, researchers and teachers applied learning as usual with the lecture method to fifth grade students in social studies lessons on animal and human body parts. Obtained the value of pre-cycle results as follows:

NO	NAMA	P/L	NILAI
1.	FA	L	50
2.	II	P	60
3	KHA	P	50
4	MA	P	60
5	MS	P	55
6	ZN	L	65
7	ARM	L	60
8	HN	L	50
9	RAI	L	55
10	DW	L	60
Rata-rata%			56,5

The acquisition of pre-cycle results with an average of 56.5% before class action. From these results it can be seen that the students' ips learning outcomes are still low. Furthermore, learning carried out in class V SDN 42/IVJambi City was carried out by applying role playing in learning in the first cycle. Learning begins with the teacher preparing several groups in playing animals and humans who are at the same time to understand the learning material. Furthermore, an evaluation of the learning outcomes that have been carried out in class V. During the learning activities carried out there were several obstacles at the beginning of the meeting. However, it can be overcome well. Reflection was also carried out by researchers with teachers in the classroom, and continued to make plans again and overcome the problems faced. Cycle I activities can be completed quite well. Then the results of cycle I were obtained as follows:

Table 1. Data on Pre-Cycle Score Results

Table 2. Data on the results of Cycle I

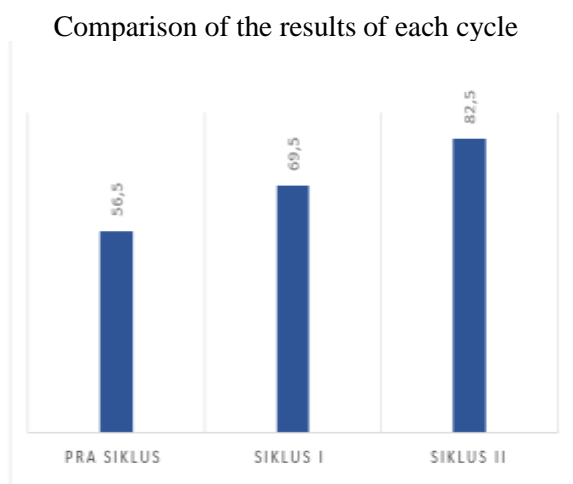
NO	NAMA	P/L	NILAI
1.	FA	L	70
2.	II	P	75
3	KHA	P	65
4	MA	P	70
5	MS	P	65
6	ZN	L	70
7	ARM	L	70
8	HN	L	75
9	RAI	L	65
10	DW	L	70
Rata-rata%			69,5

The scores in cycle I showed an increase in the social studies learning outcomes of fifth grade students on the material of animal and human body movements. Some students have managed to achieve the social studies completeness score, with an overall average of 69.5%. It can be seen from this data that the value of student test results in the material of animal and human body movements still needs to be improved. Learning carried out in class V SDN 42/IV Jambi City will be continued in cycle II. Based on the results of the assessment of multiple choice items carried out after the implementation of cycle II to determine the improvement of students' social studies learning outcomes on the material of animal and human body movements, the following results were obtained:

Table 3. Data on results of Cycle II

NO	NAMA	P/L	NILAI
1.	FA	L	85
2.	II	P	80
3	KHA	P	85
4	MA	P	75
5	MS	P	85
6	ZN	L	85
7	ARM	L	85
8	HN	L	80
9	RAI	L	85
10	DW	L	80
Rata-rata%			82,5

Based on the acquisition of learning outcomes above, it can be seen that all students get scores above the completeness criteria, namely more than 75% of children have succeeded in social studies lessons on the material of human animal body movements. The data obtained on the results of social studies lessons with human animal body material increased from pre-cycle, class action in cycle I to cycle II class action with the application of the role playing method. The acquisition of data in the pre-cycle of 56.5% increased to 69.5% in cycle I and increased with the results of 82.5% in cycle II. Furthermore, the comparison of student learning outcomes in the material of human animal body movements from each cycle can be seen through the following graph:



The application of role playing for fifth grade students of SDN 42/IVJambi City has gone well. This was obtained by an increase in teacher and student interaction in the application of role playing. Students also seemed to understand the material better after being given class action in the form of learning human animal body material using the role playing method. The results show that there is an increase in students in learning social studies on human animal body material. The increase can be seen from the results of research from pre-cycle to cycle I through question items. In the pre-cycle, the average value of 56.5% was obtained, the results of the first action of cycle I obtained a value of 69.5%, cycle II of the action results obtained an average of 82.5%. Through the results of this data, the improvement of student learning outcomes in social studies learning on human animal body material in grade V students of SDN 42/IV has been successfully carried out. From the results of the final cycle percentage of 82.5, the overall social studies learning outcomes of students are categorized as good. That way social studies learning outcomes of human animal body material can be improved by role playing or role playing.

DISCUSSION

Social studies lessons with interesting methods can increase student interest and learning outcomes. This is based on the results of research at SDN 42/IV on grade V students who find it difficult to understand learning materials. One of the suggested methods is role playing. The

method is applied to cover the lack of equipment and teaching materials, so role playing is carried out. The application of role playing makes it easier for students to directly understand the learning explained by the teacher. Students can increase active participation in the learning process by involving themselves in certain roles, which in turn can improve their learning outcomes. One of the highly recommended learning models to achieve this is the Role Playing model (Nasution, 2021).

Role playing is identified as a learning activity that emphasizes the ability of students to play the roles and functions of the parties involved in real life (Istarani, 2016). Similarly, Uno (2015) argues that through role playing, students can develop an understanding of their own and others' feelings, pave the way for the formation of new behaviors in overcoming problems, and acquire skills in problem solving.

Mulyasa (2017) agrees with this view, stating that role playing allows learners to explore their feelings, gain insight into attitudes, values, and perceptions, develop skills and attitudes in overcoming problems, and dive into the core of the problem being played according to their individual abilities. Thus, the Role Playing learning model is not only a tool to improve acting skills, but also an effective means of developing students' emotional, cognitive and social aspects.

The learning process that took place in class V students of SDN 42/IV Jambi City was originally carried out using the lecture method and only using books. The teacher's efforts to improve students' social studies learning outcomes made the teacher take classroom action by applying role playing to the material of animal and human body movements. In its implementation, the teacher prepares the necessary learning media and explains in advance the material of animal body movements and human movements.

Furthermore, when role playing is carried out, the teacher divides students into several groups to act out their respective parts. It can be seen that with this role playing, students' courage increases in expressing themselves in front of the class. After the role playing is completed, the teacher asks about the learning material that has been implemented. Students are given the opportunity to think and act through role playing. Students seem more enthusiastic and active in social studies learning. They also respond to questions by acting, and the teacher acts as feedback. The teacher provides feedback to help students learn the ideas and notions demonstrated in the demonstration. Finally, the teacher evaluated the learning outcomes obtained through working on question items by obtaining an average score of 69.5 in the first cycle.

The average score indicates that some students still need to improve their learning outcomes. Thus, the implementation of role playing learning is still carried out on the material of animal and human body movements. By practicing role playing, students can experience learning that is more dynamic, interactive, useful and fun. In addition, positive responses from teachers to the application of the role playing method indicate that this approach is able to encourage students to be more active and creative in the learning process (Saputra, 2015).

The implementation of activities in accordance with learning procedures while in the classroom, makes effective learning. Students seemed to understand more and were excited during the learning process. This is also evident from the results of the average student evaluation score which increased to 82.5 in cycle II. This means that students as a whole have succeeded in achieving mastery and learning improvement actions in this class so that the social studies learning outcomes of grade V students of SDN 42/IV Jambi City have

increased with a good category (B). Therefore, role play can be an alternative option, educators to improve student learning outcomes.

CLOSING

Learning that has been implemented in class V SDN 42/IV Jambi city has seen an increase after being given class action by implementing learning by role playing on social studies learning objectives with animal and human body movements material according to the results and discussion described. Student learning outcomes with good categorization (B), according to the findings. *Role playing* carried out in learning succeeded in raising student learning outcomes and providing a way for students to understand the material of animal and human body movements. According to the findings and recommendations of the study, the researchers suggest using the *role playing* method in additional appropriate learning situations to improve student learning outcomes. Role playing can also be applied in various disciplines other than social studies. Thus, the learning process can have an impact in improving learning outcomes and students' understanding of new knowledge.

REFERENCE LIST

- Nasution, R. Q. (2021). *Application of role playing learning model in improving learning outcomes in Class IV of SD Negeri 115510 Batu Tunggal, Labuhan Batu Utara Regency* (Doctoral dissertation, IAIN Padangsidimpuan).
- Djamarah, Syaiful Bahri & Aswan Zain. (2014). *Teaching and Learning Strategy*. Jakarta: Rineka Cipta.
- Istarani. (2016). *Innovative Learning Model*. Medan: Media Perasada.
- Uno, B. 2015. *Learning Model*, Jakarta: Bumi Aksara.

- Masumah. (2017). *Efforts to Improve Social Studies Learning Outcomes Through Demonstration on Force Material*. Thesis. UIN Hidayatullah Jakarta.
- Mulyasa. 2017. *Early Childhood Learning Strategies*. Bandung: Teenage Workshop
- Sahidu, H., & Sani, A. (2018). *The Effect of Role Playing Method on Student Learning Outcomes on Dynamic Electricity Material in Junior High School*. *Journal of Physics Education and Science (JPFK)*, 4(1), 37-41.
- Said, Alamsyah & Andi Budimanjaya. (2016). *95 Teaching Strategies for Multiple Intelligences Teaching According to Brain Work and Student Learning Styles*. Jakarta: Prenadamedia Group.
- Salim, et al. 2015. *Classroom Action Research*. Medan: Perdana Publishing.
- Saputra, D. R. (2015). *Application of Role Playing Method to Improve Social Studies Learning Outcomes in Fifth Grade Students of SD Negeri 2 Kecemen, Manisrenggo, Klaten*. *BASIC EDUCATION*, 4(10).
- Suarsana, IBP. et al. (2013). *The Effect of Role Playing Learning Method Assisted with Performance Assessment on Social Studies Learning Outcomes and Achievement Motivation of Grade V Sdn Gugus II Laksamana Jembrana*. *e-Journal of Postgraduate Program, Ganesha University of Education*. (4): 4.
- Susanto, Ahmad. (2013). *Learning and Learning Theory in Elementary School*, Jakarta: Kencana
- Sofyan, A. (2017). *Efforts to improve social studies learning outcomes through the role playing method on force material* (Bachelor's thesis, Faculty of Tarbiyah and Keguruan Sciences).