



Application Of Role Playing Learning Model Using Image Media In Students Of MI NW Aik Anyar Sukamulia East Lombok

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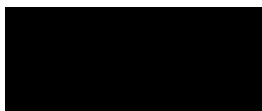
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Abstract

This research focuses on showing the application model of role playing learning by using image media in MI NW Aik Anyar Sukamulia East Lombok students. By applying the learning model, it does not escape the condition of students who are less effective in following the learning provided by the teacher. By seeing the lack of effectiveness in teaching, teachers apply the role playing learning model. This research is a *Classroom Action Research*, with data collection such as observation, and tests. The results found that when the teacher applied the role playing method model in cycle I to 23 students or 70% and improved again in cycle II so that student learning completeness reached 92% or 31 students. Thus it can be said that, the role playing method is a very effective method for teachers to apply in teaching MI NW Aik Anyar Sukamulia East Lombok students.

INTRODUCTION

Education in Indonesia¹ aims to form human beings with balanced essential elements, at least including copyright, taste, and karsa. Thus, education not only aims to form humans with brilliant thoughts but also moral humans with a collection of good traits and personalities. According to Law No.20 of 2003 concerning SISDIKNAS,² in article 1 it is explained that education is a conscious effort to create a learning atmosphere so that students can develop their potential actively through the learning process. Through education, students are expected to have a smart personality, noble character, and also have skills for themselves or for the surrounding community.³

Especially when viewed from the subject of Social Sciences (IPS) aims to develop knowledge,⁴ learning outcomes and the ability to analyze the social conditions of society in entering a dynamic social life. Social science has knowledge about the most basic aspects of human life as social beings, and the problems that will manifest in social life.⁵ However, in reality, many students assume that learning is an unpleasant activity, sitting for hours by focusing attention and thoughts on a subject or facing a study table.

They do not find the awareness to do schoolwork.⁶ Many of the students consider that attending lessons is not just a routine to fill in the attendance list, look for grades, pass the road without having to spend awareness to add insight or hone skills.⁷ Based on the results of interviews and temporary observations

¹ Mirza Desfandi, "URGENSEI KURIKULUM PENDIDIKAN KEBENCANAAN BERBASIS KEARIFAN LOKAL DI INDONESIA," *SOSIO DIDAKTIKA: Social Science Education Journal* 1 (28 Desember 2014), <https://doi.org/10.15408/sd.v1i2.1261>.

² "UU 20 Tahun 2003 tentang Sistem Pendidikan Nasional," diakses 5 Desember 2023, <https://www.jogloabang.com/pustaka/uu-20-2003-sistem-pendidikan-nasional>.

³ Siti Fadia Nurul Fitri, "Problematika Kualitas Pendidikan Di Indonesia," *Jurnal Pendidikan Tambusai* 5, no. 1 (21 Mei 2021): 1618.

⁴ Ilyas Yasin, "Problem Kultural Peningkatan Mutu Pendidikan Di Indonesia: Perspektif Total Quality Management," *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)* 2, no. 3 (30 Agustus 2021): 239–46, <https://doi.org/10.54371/ainj.v2i3.87>.

⁵ Sukron Azhari dkk., "The Role of Sasak Women in Community Social Development in Nusa Tenggara Barat," *KARSA Journal of Social and Islamic Culture* 30, no. 1 (26 Juni 2022): 137, <https://doi.org/10.19105/karsa.v30i1.6027>.

⁶ Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif, Progresif, Dan Konteksual* (Prenada Media, 2017), 58.

⁷ Abdul Kadir, *Dasar-dasar Pendidikan* (Kencana, 2015), 60.

with grade II teachers of MI NW Aik anyar, students are less enthusiastic in learning activities, especially in social studies lessons. Grade II students are less active and show a lot of boredom such as playing alone and ignoring the teacher. Knowing that the learning process activities at MI NW Aik anyar have not been maximized as expected, with many student learning outcomes tests still not meeting the KKM set by the school.

This condition is caused by the application of conventional learning approaches that emphasize lectures, questions and answers, reading worksheets owned by students and working on worksheets owned by students. Lecture activities, always dominate in social studies learning. Thus, the approach taken by the teacher during the learning process looks still in a traditional state or still oriented to the old educational paradigm. Especially the implementation of conventional approaches in social studies subjects, teachers rarely link learning materials with the existing learning context. So the need for innovation and problem solving can not occur without going through a creative process, because creativity is the heart of innovation.⁸

Based on this, learning innovation is needed, in this case the researcher tries a breakthrough using a concept approach with role playing techniques. As in Jensen's view, role playing is an activity that is suitable for pre-learning exposure to a topic using colors, movements, images, which are transformed into a real form and will encourage learning activities to take place. In addition to being used in pre-exposure, role playing innovation can also be used in the core or conclusion of learning, and can even be used as an evaluation tool.⁹ The role playing learning model is a way of mastering learning materials through the development of students' imagination and appreciation.¹⁰

⁸ Muhammad Rusli dkk., *Multimedia Pembelajaran yang Inovatif: Prinsip Dasar dan Model Pengembangan* (Penerbit Andi, 2019), 21.

⁹ Ponidi Utami Novi Ayu Kristiana Dewi, Trisnawati, Dian Puspita, Erliza Septia Nagara, Marilyn Kristin, Dwi Puastuti, Widi Andewi, Leni Anggraeni, Bernadhita H. S., *MODEL PEMBELAJARAN Inovatif dan Efektif* (Penerbit Adab, 2021), 45.

¹⁰ Sri Hartati, "Penerapan Model Pembelajaran Role Playing Untuk Meningkatkan Hasil Dan Aktivitas Belajar Siswa Pada Mata Pelajaran PAI," *Ability: Journal of Education and Social Analysis*, 9 Januari 2023, 22, <https://doi.org/10.51178/jesa.v4i1.1058>.

Thus this learning model is suitable to be applied in classes with students who have different characteristics such as class II at MI NW Aik Anyar, especially with learning focused on multiple aspects. In the implementation of the role playing learning model, it is expected that teachers utilize various learning media that can make the learning process more interesting for students. Based on the background described above, it is necessary to conduct classroom action research as an effort to improve the concept learning process in social studies subjects.

METHOD

This type of research is Classroom Action Research,¹¹ which is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously.¹² This research was carried out in two cycles, class action research as a form of research that is reflective in nature by taking certain actions in order to improve and improve the teacher's ability in learning activities. As for data collection using observation, and tests, as well as previous studies that are relevant to what is being studied.

RESULT AND DISCUSSION

A. Data Exposure

This Classroom Action Research was conducted on March 28-April 28, 2016 and was conducted in 2 cycles. The pre-cycle stage was carried out by analyzing the data owned by the class teacher so that it was concluded that there was a need for class action because the pre-cycle results showed that the scores achieved by students had not reached the completeness value determined by the school. Cycle I was carried out from March 28 to April 7, 2016 using the role playing method assisted by picture media on the material of the Role of Family Members while cycle II was carried out on April 14-21,

¹¹ Prof Dr A. Muri Yusuf M.Pd, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Prenada Media, 2016), 24.

¹² IWAN HERMAWAN S.Ag.,M.Pd.I, *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method)* (Hidayatul Quran, 2019), 43.

2016 with the same method but with different material, namely the Position of Family Members.

B. Data Analysis for each cycle

1. Pre Sikluas

This pre-cycle research was conducted using data owned by the second grade teacher. Based on the data owned by the class teacher, the researcher processed the data to be analyzed so that the following picture was obtained:

Table.1
List of pre-cycle student grades

value	Category	Pre Cycle	
		Students	%
91 - 100	Excellent Good	9	25 %
76 - 90		10	30 %
50 - 75	Insufficient	12	35 %
< 50		3	10 %
Total		34	100 %

The table and graph above show that the number of students' learning completeness is still below the standard, which is only 55%. Therefore, an action cycle is needed to improve the completeness of the scores of students in class II. Furthermore, from the assessment of the results in the pre-cycle of the process of implementing social studies learning with the methods used by the class teacher, it turns out that there are still many students who do not understand the material correctly. This proves the need for special action for students to better understand the material being taught properly.

2. Cycle I

Based on the results of the pre-cycle above, the researchers held a class action that aims to improve student learning outcomes of grade II students. In this cycle I, researchers used

the *role playing* method in social studies subject matter of the Role and Position of Family members and cycle I class action research carried out on March 28 and April 7, 2016 by doing the following stages:

1) Planning

There are several things that need to be prepared by the teacher, including making lesson plans (attached), designing discussion groups, and compiling questions (attached), preparing observation sheets (attached) and documentation (attached).

2) Action

Classroom action begins with prayer, checking students' learning readiness, apperception and conveying the objectives to be achieved in learning and providing motivation. Apperception is done by asking questions that are relevant to everyday life. Followed by motivating the importance of learning the Role and Position of Family members and linking the subject matter with daily life in the surrounding environment.

The core activities in the first cycle of class action were carried out with the following procedures:

- a) Putting the picture in front of the media
- b) Explained the purpose of the media and explained what tasks the students would be doing.
- c) Divide the children according to the roles to be performed
- d) After all are formed according to their respective roles, students begin to act according to the theme of the image media that has been pasted.
- e) Conduct inter-group discussions where the teacher

acts as a moderator.

At the end of the first cycle of action, students were guided and directed to summarize the material about the Role and Position of Family members. Furthermore, convey moral messages at the end of learning activities.

The data collected to determine the improvement of students' learning outcomes were obtained from the results of the post test given to students in each cycle. The post test contains 10 questions about concept learning outcomes in the form of descriptions and each question has a weight of 3 scores. So that the whole has a score of 30. To calculate the acquisition of student learning outcomes on the material of the Role and Position of Family members, the formula for individual learning completeness is used, then the average value is sought to then measure student learning completeness using classical learning completeness. Through the following table, a description of the learning outcomes of students in class II can be obtained.

Table.2
Student Score List Cycle I

Value	Category	Cycle I	
		Students	%
91 - 100	Excellent	7	21%
76 - 90	Good	16	47%
50 - 75	Simply	11	32%
< 50	Less	0	0 %
Total		34	100 %

From the above results, it can be seen that in cycle I, the

learning outcomes of students of social studies subject matter Role and Position of Family members in class II MI Darul Ulum Semarang success rate as follows:

- a. There were 7 students or 21% who scored 91-100 (excellent), an increase from the pre-cycle of only 5 children or 15%
- b. There were 16 students or 47% who scored 76-90 (good), an increase from the pre-cycle of only 7 children or 21%.
- c. Grades 50-76 (sufficient) there were 11 students or 32% decreased from the pre-cycle of 12 children or 35%.
- d. Value <50 (less) there are 0 students or 0% decreased from the pre-cycle of 10 children or 29%.

3) Observation

Observation was carried out using an observation sheet. The observation process was carried out by the collaborator teacher to observe the students' activities in the classroom during the teaching and learning process by applying the *role playing* learning model. Observations were also made of student behavior and activities during the learning process and the impact of student behavior during the learning process.

From the observation of the collaborator teacher, the following results were obtained:

Table. 3

Table Percentage of Observation Value of the Use of *Role Playing* Model Cycle I

No.	Value	Total	Percent age	Description
1	90 - 100	7	21 %	A
2	76 - 91	17	50 %	B
3	<75	10	29 %	C

Total	34	100	
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4) Reflection

a. Learning outcomes

From the results in cycle I, the process of applying the role playing learning model to social studies learning material on the role and position of family members in class II has begun to improve from the pre-cycle even though it has not yet reached the planned target. That means there needs to be better action so that students are able to understand the material being taught.

b. Student engagement

Observations made by the teacher with collaborators showed that students were still not enthusiastic in listening to the teacher's explanation, not enthusiastic in role playing and not enthusiastic in discussing.

From the above results, there are several teacher shortcomings in carrying out learning, among others:

- 1) The teacher does not create a conducive atmosphere
- 2) The teacher does not motivate the children to be active in the discussion
- 3) The teacher does not explain the material in detail.
- 4) Teachers are less able to utilize existing learning media.

Furthermore, the researcher held a discussion with the collaborating teacher and got the following solution:

- 1) Teachers should create a more conducive atmosphere.
- 2) The teacher provides many opportunities for students to create questions.

- 3) The teacher gave more feedback in the discussion so that students were more active.
- 4) Use more picture media so that students are clearer.
- 5) Recording activities that occur in the classroom during learning activities.

c. Cycle II

1. Planning

In cycle 2, the planning stage is still the same as cycle 1, there are several things that are prepared by researchers, namely making lesson plans (attached), designing discussion groups, and compiling questions (attached), preparing observation sheets (attached) and documentation (attached).

2. Action

Cycle II action was carried out on Tuesday, April 14 and 21, 2016 at 9:30 am-11:15 am by conducting direct teaching in the classroom. Classroom action begins with prayer, checking students' learning readiness, apperception and conveying the objectives to be achieved in learning and providing motivation. Apperception is done by asking questions that are relevant to everyday life. Followed by motivating the importance of learning the Role and Position of Family members and linking the subject matter with daily life in the surrounding environment.

The core activities in the first cycle of class action were carried out with the following procedures:

- a) Putting the picture in front of the media
- b) Explained the purpose of the media and explained what tasks the students would do.
- c) Divide the children according to the roles to be performed
- d) After all are formed according to their respective roles,

students begin to act according to the theme of the image media that has been pasted.

- e) Conduct inter-group discussions where the teacher acts as a moderator.

At the end of the second cycle of action, students were guided and directed to summarize the material about the Role and Position of Family members. Furthermore, convey moral messages at the end of learning activities.

The data collected to determine the improvement of students' learning outcomes were obtained from the results of the post test given to students in each cycle. The post test contains 10 multiple choice questions and concept learning outcomes in the form of descriptions and each question weighs 3 scores. So that the whole has a score of 30.

To calculate the acquisition of student learning outcomes on the material of the importance of learning the types of work that can produce goods/services, the individual learning completeness formula is used, then the average value is sought to then measure student learning completeness using classical learning completeness. Through the following table, a description of the learning outcomes of class II students can be obtained.

Table. 4
Category of Student Learning Outcomes Cycle

Value	Category	Cycle II		Description
		Students	%	
91 - 100	Excellent	12	35 %	Completed 91 %
76 - 90	Good	19	56%	
50 - 75	Simply	3	9 %	Not Completed
< 50	Less		0 %	9 %

amount	34	100 %	
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From the above results it can be seen that in cycle I, the learning outcomes of students of social studies subject matter applying the Role and Position of Family members in class II MI NW Aik Anyar the level of success is as follows:

- a. There were 12 students or 35% who scored 91-100 (very good), an increase from cycle 1 which was only 7 children or 21%.
- b. There were 19 students or 57% who scored 76-90 (good), an increase from cycle 1 which was only 16 children or 48%.
- c. Grades 50-75 (sufficient) there were 3 students or 9% decreased from the pre-cycle of 11 children or 32%.
- d. Grades < 50 (less) there were 0 students or 0% no change from the pre-cycle, namely 0 children or 0%.

Based on the above values, the learning completeness of the material applying the Role and Position of Family members through the activity of making works/models with kkm 76 reached 31 students (91%), while students who did not complete the score were 3 students (9%). For more details, it can be seen in the following diagram:

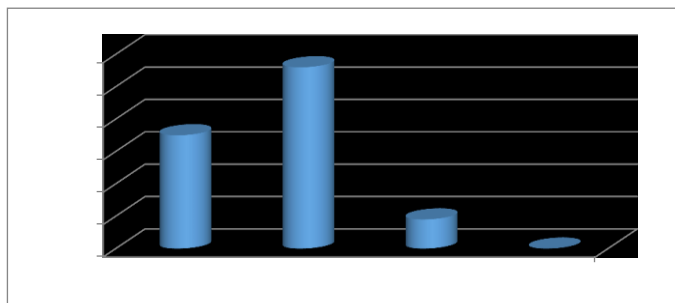


Figure 1: bar chart of cycle II student results

3. Observation

After being observed and recorded by the observer how

the level of participation and activeness, especially related to student activeness in listening carefully to the teacher's explanation, student activeness in listening, listening, conducting experiments and describing the results of their experiments and commenting on the results of other groups, the following data were obtained:

Table. 5

Table of Percentage of Observation Value of the Use of *Role Playing* Model Cycle II

No	Value	Total	Percentage	Description
1	90 - 100	10	30 %	A
2	76 - 90	21	61 %	B
3	< 76	3	9 %	C
Total		34	100	

Description:

A = Active

B = Moderately

C = Less active

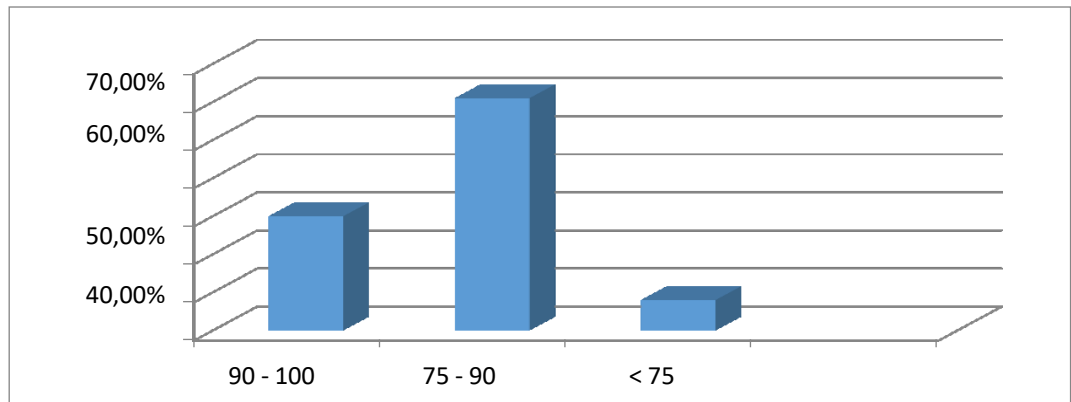


Figure 2: Cycle II Student Understanding Bar Diagram

4. Reflection

Based on the graph of the results of cycle II research, it shows that researchers have been able to motivate students. Researchers can explain the material with the *role playing* learning model to students, researchers have also been able to

manage the class well and researchers have been able to make class settings quite well, especially can cause learning motivation and student activeness. Similarly, the learning outcomes of students who have been able to achieve the research success indicator with KKM 76 as much as 92% because 31 students have been able to achieve the minimum score set of 80%. Meanwhile, student activeness reached 91%, exceeding the predetermined research indicators. This means that the class action in cycle II has been successful so that cycle III is no longer needed as an improvement.

C. Final Data Analysis

Based on the exposure and analysis of data from cycle I and cycle II, as a comparison, researchers can describe it as follows:

Student learning outcomes increased each cycle where in the pre-cycle using lecture and question and answer methods the completeness was only 12 students or 36%. After doing the *role playing* learning model in cycle I to 23 students or 68% and improved again in cycle II so that student learning completeness reached 91% or 31 students. The following table will illustrate the increase in grades for each cycle.

Table. 6
Comparison Table of Student Grades Pre-cycle, Cycle I and Cycle II

Value	Category	Pre Cycle		Cycle I		Cycle II	
		Students	%	Students	%	Students	%
90-100	Excellent	5	15 %	7	21 %	12	35 %
76 - 89	Good	7	21 %	16	47 %	19	56 %

50 - 75 < 50	Insuffi cient	12	35 %	11	32 %	3	9 %
		10	29 %	0	0 %		0 %
Total		34	100 %	34	100%	34	100%

These results show what has been done by researchers on the delivery of social studies class II subject matter using *role playing* learning models has improved student learning outcomes so that students are able to understand the material being taught. For more details can be seen in the following bar chart :

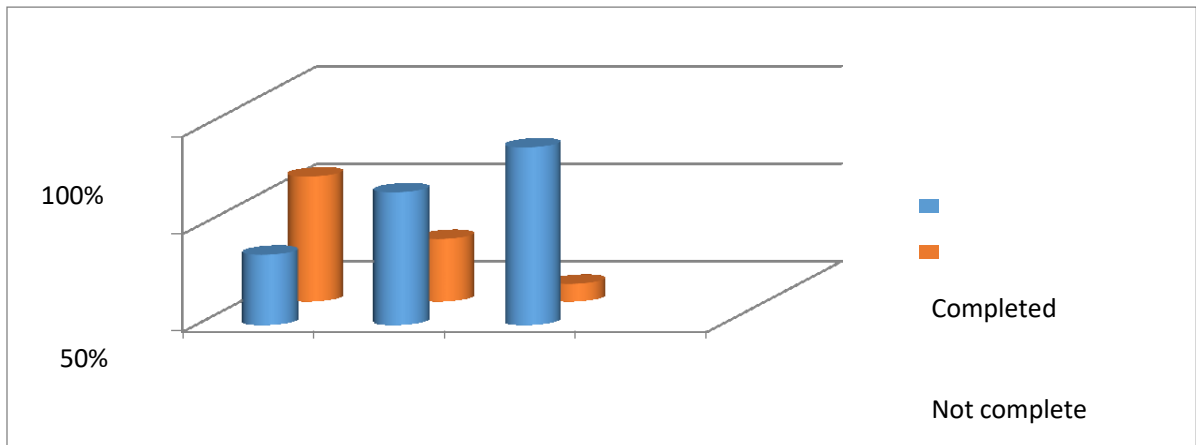


Figure 3: Comparison Diagram of Pre-Cycle, Cycle I, and Cycle II Student Learning Outcomes

After seeing and analyzing the data above, the final result can be taken in the form of what has been done by researchers in delivering social studies material using *role playing* learning model was able to improve student learning outcomes and student activeness. The hypothesis states that by using the *role playing learning* model, student learning outcomes of grade II students of MI Darul Ulum Ngaliyan Semarang increased.

CONCLUSION

In the use of role playing method applied by the teacher in learning social studies material Role and Position of Family Members in class II MI Aik Anyar in the 2015/2016 academic year, it can improve student learning outcomes so as to achieve the specified completeness value. Student learning outcomes increased each cycle where in the pre-cycle using lecture and question and answer methods completeness is only 12 students or 35%. After doing the *role playing* learning model in cycle I to 23 students or 70% and improved again in cycle II so that student learning completeness reached 92% or 31 students.

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