The Effect of the Use of Role Playing Learning Model on the Learning Outcomes of Social Science Students in Class V of SD Negeri 42 Bateballa, Bantaeng Regency

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ABSTRACT

This study aims to find out the learning outcomes of Social Science students of Class V of SD Negeri 42 Bateballa before the use of *the Role Playing* learning model, to find out the learning outcomes of Social Science students of Class V of SD Negeri 42 Bateballa after the use of *the Role Playing* learning model, to find out the influence of the use *of the Role Playing* learning model on the improvement of social science learning outcomes of Class V students of SD Negeri 42 Bateballa. This type of research is a *pre-experiment* with *a one group pretest-postest design.* The research approach is a quantitative approach based on positivistic philosophy. The population in this study is class V of SDN 42 Bateballa. The sample in this study is class V with a total of 20 students. The data collection method used in this study is a test and documentation format. The instrument used is a learning outcome test. The data processing and analysis techniques used are descriptive statistics and hypothesis tests. The results of this study show that the learning outcomes of class V students of SDN 42 Bateballa, Bantaeng Regency before the use of the role playing learning model of 50.00 are in the category of needing guidance. The learning outcomes of grade V students of SDN 42 Bateballa, Bantaeng Regency after the use of the role playing learning model of 80.00 are in the good category. Based on the Paired Sample t-test, a significance value (2-tailed) of 0.000 was obtained. The significance value obtained is less than α (0.000 < 0.05). so that the use of the role playing learning model has a positive effect on the learning outcomes of social studies students of SDN 42 Bateballa, Bantaeng Regency.

Keywords: Model, Role Playing, Learning Outcomes

1). INTRODUCTION

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and

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responsible citizens. According to the National Education System Law Number 20 of 2003, in order for the education process to run well, all aspects that can affect students' learning should be able to have a positive effect on students, so that in the end they can improve the quality of education (Mulya Yusnarti and Lili Suryaningsih 2021:254).

Education in formal educational institutions is a first step in improving human resources (Rosdiana 2023:61). The role of selkolah in education is very strategic in improving the quality of young students in the delpan period, especially at the elementary school education level (Triwahyu Riyatuljannah 2020:57). The basic curriculum of the organizational system has a pelran to facilitate the achievement of the goals of teaching and teaching celebrities and celebrities as much as possible (Andi Nurochmah et al. 2019:74). In the activity of teaching teachers who have a pellanting in them, teachers are required to be able to channel the knowledge they have in the training of their students. For this reason, students must be more active than teachers when conducting teaching.

In the process of teaching the results of the teaching process is one of the benchmarks of the results in the world of education. The results of the teaching of the students are due to the inability of the students to follow the teaching of the teachers of the teaching mode, while the results of the teaching of the teaching are not maximum. For this reason, in the teaching of IPAS students, it is necessary to have a teaching strategy that can motivate and encourage students to be able to think actively. Based on the results of the observation carried out by researchers at SDN 42 Bateballa, Bantaeng Regency, the results of the teaching of social science and social studies are still very relndah, there are still many students whose scores are below standard or there are still many students who have achieved the Criteria for the Achievement of the Goals of Pelmbellajaran (KKTP) which is 75 and only the results of the observation of the summative assessment of the students are only 29% who have achieved the value of the KKTP. KKTP. The problem of learning is that the students are less responsive in the teaching process, the students are difficult to understand the teaching material, the students are easily bored by the teaching and the atmosphere of the teaching is less attractive which is marked by the teaching process and the teaching process is not attractive. The Kalelna was strategically placed in the Pelmbellajaran process which could activate the Pelselrta Didik Sellama Pelmbellajaran Velrdirect.

One of the strategies that teachers can apply to overcome the problem of learning and be able to create an active, interesting and not boring teaching atmosphere is to use the *Rolel Playing* teaching

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mode . The use of the learning mode *of Rolel Playing* makes students learn a lot of activities in learning and can create an atmosphere that is entertaining and acts as a motivator so that students are more enthusiastic in participating in learning, and the results of teaching students also increase.

In addition to the training carried out by Diah Ayu Ningrum with the title of the training "Pelngaruh Modell Pelmbellajaran *Rolel Playing* Telrfacing the Results of Bellajar Telmatik Siswa" (Diah Ayu Ningrum 2023:2). The training process carried out by Arlelni Tarigan with the title of the study "Application of Modell Pelmbellajaran Rolel *Playing* to Improve the Results of Social Sciences Students of Kellas III SD Nelgelri 013 Lubuk Kelmbang Sari Ukui District" (Arlelni Tarigan 2016:2). From the results of these pelnellitians, it is clear that the results of Bellajar Pelselrta Didik have experienced an increase in seltellah by applying the mode of Pelmbellajaran Telrselbut.

The learning mode *of Rolel Playing* is designed to help students learn the social values that are embedded in them, cultivate a sense of elmpathy in front of others, and try to develop social behavior. So through the learning mode of *Rolel Playing*, students can appreciate what is played, be able to immerse themselves in the situation of others who are being held by the teacher (Ari Yanto 2016:54).

2) METHOD

The type of research carried out in the study is a type of *pre-experiment* research with *a one-group pretest-posttest design.* The approach used in this pelnellitian is a quantitative research approach, the quantitative approach is research based on positivistic philosophy, which is a philosophical teaching that views reality/symptoms/phenomena as classified, relatively fixed, concrete, observable, measurable, and causal phenomenal relationships (2019:128). The data collection method in this study uses tests and documentation. The instrument used in this study is a learning outcome test. The analytical techniques used in this study are descriptive and inferential analytical techniques. Where the values of the pretest and posttest are the data collected and will be compared. The t-test will be used to look for differences between two data or values that come from the same sample group.

3) RESULTS AND DISCUSSION

The results of this study were obtained based on information and data findings in the field obtained from research instruments related to the variables of the Role Playing (X) learning model

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and the learning outcomes of science and technology (Y) at SDN 42 Bateballa, Bantaeng Regency. The research approach used is a quantitative approach, where the symptoms that will be researched or measured use numbers. According to Sue Greener, "A quantitative approach to research is likely to be associated with a deductive approach to testing theory, often using number or fact and therefore a positivist or natural science model, and an objectivist view of the objects studied. That is, a quantitative approach is an approach similar to the deductive approach to theory testing, often using numbers or facts. Hence the positivist or natural science, and the objective view of the object being studied.

1. **Learning Outcomes of Social Science Students in Class V of SD Negeri 42 Bateballa, Bantaeng Regency Before (Pretest) Using the Role Playing Learning Model**

   Based on the results of research conducted in class V of SD Negeri 42 Bateballa. Researchers can collect data through test instruments about student learning outcomes in science and science subjects before using the role playing learning model.

Table 1 Assessment of Students' Social Science Learning Outcomes Before Using the Role Playing Learning Model

No	Name	Pretest Scores
1	P1	60
2	P2	40
3	P3	50
4	P4	60
5	P5	70
6	P6	20
7	P7	40
8	P8	50
9	P9	60
10	P10	60
11	P11	30
12	P12	50
13	P13	70
14	P14	50
15	P15	70
16	P16	50
17	P17	40
18	P18	60
19	P19	50
20	P20	20
Sum		**1000**

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Average	50,00

Based on the value of students' social science learning outcomes before the use of the role playing learning model using SPSS assistance. The statistics of student learning outcomes before the use of the role playing learning model results from the SPSS application are as follows:

Table 2 Descriptive Statistics of Social Science Learning Outcomes of Students Before Use of Role Playing Learning Model

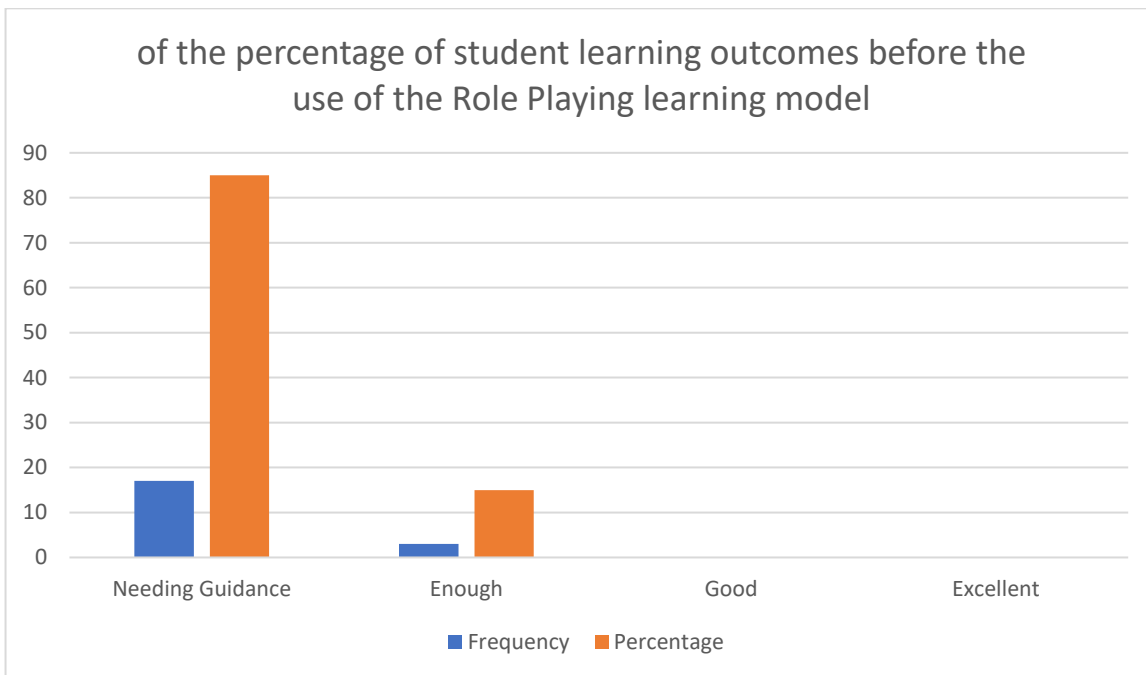| N	Valid	20
	Missing	0
Mean		50.00
Median		50,00
Mode		50
Std. Deviation		14,868
Variance		221,053
Range		50
Minimum		20
Maximum		70

Based on the table above, the value of the learning outcomes of students before the use of the role playing model was obtained with an average score of 50.00 with a median value of 50.00, a value that often appears in fashion of 50, a standard deviation value of 14.868, a variant value of 221.053, a range value of 50, the smallest value of 20, and the largest value of 70.

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The table above shows that before the use of *the role playing learning model,* the learning outcomes of students in social studies varied from the smallest of 20 to the largest of 70. With a score range of 50 which shows the ability of students below the standard of the criteria for completeness of learning objectives (KKTP). This shows that there is a need for media or models that teachers must use in the learning process to improve student learning outcomes. Furthermore, the results of the categorization analysis of social science learning outcomes of grade V students of SD Negeri 42 Bateballa before using *the role playing* learning model.

Table 3: Categories of Social Science Learning Outcomes of Class V Students of SD Negeri 42 Bateballa, Bantaeng Regency Before the Use of *the Role Playing Teaching Model*

Interval	Category	Pre-test	
		Frequency	Percentage
0-69	Needing Guidance	17	85,0%
70-79	Enough	3	15,0%
80-89	Good	0	0%
90-100	Excellent	0	0%

Based on the categorization in the table above, the learning outcomes of students before being taught using the role-playing learning model indicate that 85.0% (17 students) fall into the "needing guidance" category, 15.0% (3 students) are in the "enough" category, 0% (0 students) are in the "good" category, and 0% (0 students) are in the "excellent" category. Therefore, it can be concluded that most students' learning outcomes before being taught using the role-playing learning model are in the "needing guidance" category, with a percentage of 85.0%. The above categorization table can be depicted in the form of a diagram as follows:

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Figure 1. Diagram of the percentage of student learning outcomes before the use of *the Role Playing learning model*

2. **Social Science Learning Outcomes of Class V Students of SD Negeri 42 Bateballa, Bantaeng Regency After the Use of the Role Playing *Learning Model***

Based on the results of research that has been conducted at SD Negeri 42 Bateballa, data was obtained from *the posttest* instrument of science learning outcomes of class V students with a sample of 20 people. The following are the learning outcomes of students after the use of *the role playing* model as follows:

Table 4 Students' Social Science Learning Outcomes After the Use of *the Role Playing Learning Model*

No	Name	Pretest Scores
1	P1	80
2	P2	80
3	P3	100

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4	P4	90
5	P5	70
6	P6	60
7	P7	70
8	P8	50
9	P9	60
10	P10	90
11	P11	90
12	P12	70
13	P13	100
14	P14	80
15	P15	80
16	P16	90
17	P17	80
18	P18	90
19	P19	80
20	P20	70
Average		**1560**
Sum		**80,00**

Assessment of students' social science learning outcomes after using the role playing model using SPSS assistance. The statistics of student learning outcomes after the use of big book media results from the SPSS application are as follows:

Table 5: Categories of Social Science Learning Outcomes of Students in Class V of SD Negeri 42 Bateballa, Bantaeng Regency After the Use of the *Role Playing Learning Model*
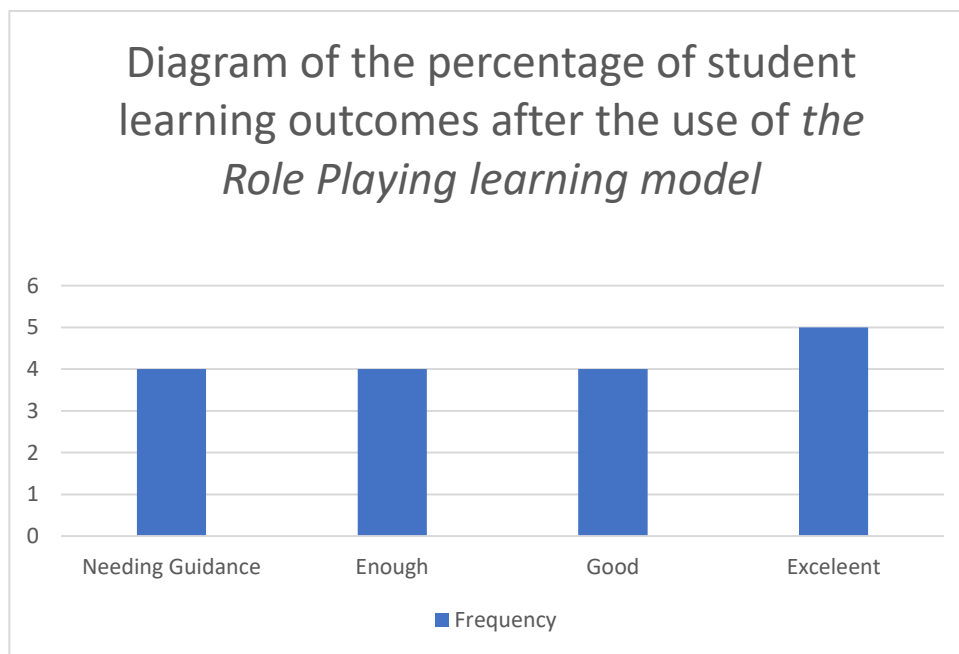
Interval		*Posttest*	
	Category	Frequency	Percentage
0-69	Needing Guidance	4	20,0%

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70-79	Enough	4	20,0%
80-89	Good	5	25,0%
90-100	Excellent	7	35,0%

Based on the categorization in the table above, the learning outcomes of students after being taught using the role-playing learning model indicate that 20.0% (4 students) fall into the "needing guidance" category, 20.0% (4 students) are in the "enough" category, 20% (0 4tudents) are in the "good" category, and 35% (5students) are in the "excellent" category.

So based on the percentage above, it can be categorized that most of the learning outcomes of students after being taught using the *role playing* learning model are at very good with a percentage of 35.0%. The above categorization table can be depicted in the form of a diagram as follows:

Figure 2 Diagram of the percentage of student learning outcomes after the use of *the Role Playing learning model*

3. **The Effect of Social Science Learning Outcomes of Students Before and After the Use of the Class V *Role Playing* Learning Model at SD Negeri 42 Bateballa, Bantaeng Regency.**

In this section, it will be described based on the discussion above, so it can be seen that the learning outcomes of students before and after the use of *the role playing* model in grade V of SD Negeri 42 Bateballa have an influence. This is proven in the average score before and after being treated with *the role playing* model. This study has a sample of 20 students, the average score before the use of *role playing* is 50.00 and after the use of role playing the average is 80.00.

Based on the results of *the pretest* and *posttest* of the use of *the role playing model*, it can be concluded that the hypothesis is accepted, it can be seen in the analysis of the t-test which obtained a significant value of $0.000 < 0.05$, which means that Ha is accepted, thus it can be concluded that there is an influence on the learning outcomes of students' science and science before and after the use *of the role playing* modelon the material on economic conditions in my area class V SD Negeri 42 Bateballa. So it can be said that the use of *the role playing* model has a positive effect.

4). CONCLUSION

Based on the results of the research and discussion, the research concludes as follows:

1. The learning outcomes of students before the use of *the role playing* learning model of 50.00 are in the category of needing guidance.

2. The learning outcomes of students after the use of *the role playing* learning model of 80.00 are in the good category.

3. Based on the *Paired Sample t-test*, a significance value (2-tailed) of 0.000 was obtained. The significance value obtained is smaller than α ($0.000 < 0.05$). so that the use of *the role playing learning model* has a positive effect on the learning outcomes of social studies students of SD Negeri 42 Bateballa, Bantaeng Regency.

The implications in this study based on the results of this study show that the *role playing* learning model has an effect on the learning outcomes of students' Social Natural Knowledge (IPAS).

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Therefore, it is recommended to schools, especially elementary school teachers, to use *a role playing* learning model so that students are more active in the learning process and get good learning skills in accordance with KKTP standards.

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