

The Effect of Applying Role Playing Model to Improve Indonesian Language Learning Outcomes Class IV SD Negeri 1 Metro Pusat

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Abstract: The problem in this study is the low learning outcomes of Indonesian language in IV class students of SD Negeri 1 Metro Pusat. The purpose of this study was to determine the effect of the application of the role playing model on Indonesian learning outcomes. This study used a quasi-experimental method with the design form used was a non-equivalent control group design. The research sample amounted to 57 students. Data collection techniques using tests. Researchers collected data for 2 meetings in the experimental class and 2 times in the control class, students' Indonesian learning outcomes were assessed from pretest and posttest questions given by researchers. The questions used were in the form of multiple choice questions as many as 10 questions. The results showed that there was an influence in the application of the role playing model on Indonesian language learning outcomes in class IV A (experimental) at SD Negeri 1 Metro Pusat in 2022/2023.

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Introduction

Efforts to educate the nation's life and develop the quality of human beings as a whole is a very important mission of national education to ensure a generation that is competent, has life skills, and has noble character. Education, as stated in Law No. 20 of 2003 Article 8, is an effort based on planned awareness, aimed at developing the potential of students to achieve skills, noble character, intelligence, personality, self-control, and spiritual strength that are beneficial for themselves and society.

One important factor in education is the effectiveness of the learning process. A good learning process is designed to provide opportunities for learners to develop their potential and lead to the achievement of optimal learning outcomes. Learning outcomes are the main indicator of the success of education, which includes the cognitive, affective, and psychomotor abilities of students after going through the learning process. According to Nasution (2000), the learning experience includes these three main domains that can provide an overview of the progress of students in an effort to achieve the specified learning objectives.

In organizing learning, various components such as goals, materials, methods, media, and evaluation play an important role. Educators are required to choose the most appropriate method in order to achieve learning objectives effectively. Trianto (2010) states that a learning model is a systematic conceptual framework that describes procedures in organizing learning experiences to achieve certain goals. The learning model also serves as a guide for learning designers and teachers in planning appropriate teaching and learning activities. In line with educational innovation in Indonesia, SD Negeri 1 Metro Pusat is currently implementing the Merdeka Curriculum.

This curriculum gives more freedom to educators and students to manage the learning process, where subjects are no longer integrated into one theme. For example, Indonesian language subjects are implemented independently, with the aim of instilling language and literacy skills that are in accordance with the times. In the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022, it is stated that language, literature and critical thinking skills are the foundation of solid literacy.

Indonesian itself, as the official language and main means of communication in Indonesia, has become an integral part of learning at various levels of education. Indonesian language learning in primary schools includes four basic skills, namely listening, reading, writing and speaking (Ali, 2020). These four skills complement each other and become an important basis for students in learning various other sciences.

However, in practice, Indonesian language learning in primary schools often faces various challenges. Based on research conducted by Dwi Setyowati et al. (2020), many students show disinterest in Indonesian lessons, especially if the material is delivered using conventional methods such as lectures. The tendency to use the lecture method continuously without any combination with other learning models makes students feel bored and unmotivated, which in turn has a negative impact on their learning outcomes.

This was also confirmed through interviews with educators at SD Negeri 1 Metro Pusat, who revealed that students tend to be passive in learning Indonesian. They rely more on the educator as the main source of information and feel bored when the lecture method is used predominantly. The lack of variety in learning methods, coupled with the educator-centered model, results in minimal learner involvement, especially during group discussion activities. In discussion activities, only a small number of learners play an active role, while others tend not to fully participate and lack responsibility for group tasks.

This condition is also reinforced by data from the results of daily test assessments conducted in the odd semester of the 2022/2023 academic year in class IV of SD Negeri 1 Metro Pusat. This data shows that the majority of students still obtain learning outcomes below the Minimum Completeness Criteria (KKM). In class IV A, out of 30 students, only 11 students successfully completed the assessment with a percentage of 36.66%, while 19 other students were unsuccessful with a percentage of 63.33%. In class IV B, out of 27 students, 8 students were successful with a percentage of 29.62%, and the other 19 students did not complete the assessment with a percentage of 70.37%. Class IV C, which also had 27 students, recorded 9 successful students with a percentage of 33.33%, and 18 students who had not completed the assessment (66.66%). Meanwhile, class IV D, which consisted of 18 students, showed better results, with 15 students who successfully completed the assessment (83.33%) and only 3 students who were unsuccessful (16.66%).

Based on the data above, it can be seen that the percentage of students who have not reached the Minimum Completion Criteria in classes IV A, IV B, and IV C is quite high, which is more than 50%. Only in class IV D most learners (83.33%) were able to achieve completeness. This data shows the need for innovation in the learning methods used so that students are more interested and active in the learning process.

To overcome these problems, one of the learning models considered is role playing. The role playing model is a method that allows learners to play roles in certain situations that resemble real conditions. This method is considered effective in increasing learners' involvement and encouraging them to interact actively, think critically, and communicate better. According to Tarigan (2016), role playing allows learners to explore and understand concepts more deeply through role simulation. In addition, role playing also helps to increase learners' self-confidence and collaborative skills.

In the application of role playing, learners are invited to develop their creativity and social skills. For example, they will be trained to communicate effectively in groups, work together to solve problems, and play roles that are appropriate to the learning context. Through this learning model, it is expected that the classroom atmosphere becomes more lively, where learners can actively participate and experience more enjoyable learning.

The implementation of the role playing learning model not only aims to improve learning outcomes, but also provides opportunities for learners to understand values and concepts that are relevant to everyday life. Thus, Indonesian language learning does not only focus on text comprehension, but also on practical skills that are useful in learners' social lives.

Role playing models have been proven effective in various studies. For example, Dwi Setyowati's research shows that the application of this model can significantly improve learners' Indonesian learning outcomes. In addition, Astuti et al. (2022) also found that the use of role playing in Indonesian language learning in elementary schools was able to improve students' speaking and cooperation skills.

Through the use of role playing model, it is expected that students' learning outcomes can improve, especially in Indonesian language subjects at SD Negeri 1 Metro Pusat. This model is also expected to overcome the problem of passive learners and increase their activeness and involvement in learning. Thus, the use of role playing can be an effective strategy in achieving the expected educational goals, namely creating individuals who are active, competent, and ready to face future challenges.

Research Method

This research is a quasi experimental design with a quantitative approach, which aims to analyze phenomena using number-based data that can be measured and analyzed statistically. As explained by Arikunto (2014), quantitative research involves the use of numbers at every stage, from data collection to interpretation and presentation of results. This research not only focuses on the qualitative aspects of teaching-learning interaction, but also

assesses how effective the application of the learning model is on students' learning outcomes, as measured through the comparison of pre-test and post-test results.

This research design uses nonequivalent control group design in quasi experimental method. In this design, there are two groups that each undergo a pre-test and post-test. The experimental group received treatment in the form of applying the role playing learning model, where students are involved in a simulation situation to practice the material learned directly. The purpose of applying this model is to improve students' understanding and skills through a more active and interactive learning experience. Meanwhile, the control group did not receive such treatment and underwent the learning process with conventional methods, such as lectures or discussions without any simulation or role playing.

Both groups underwent a pre-test at the beginning to measure their initial knowledge, and a post-test after the learning process to assess any changes or improvements in their learning outcomes. The comparison between the pre-test and post-test results of these two groups will show how much influence the role playing learning model has on students' learning outcomes, especially in Indonesian language subjects.

This, the purpose of this study is to compare learning outcomes between the two groups (experimental and control) to see if the role playing learning model has a significant effect on improving student learning outcomes. This research uses a quantitative approach to measure and analyze the changes that occur, as well as to provide a clear picture of the effectiveness of the learning model.

Population and Samples

Sugiyono (2016) says that the sample is part of the number and characteristics of the population. In this study, the sample amounted to 2 classes of 57 students consisting of experimental and control classes. The experimental class is a class that gets treatment or uses a role playing learning model. Meanwhile, the control class is a class that is not given treatment or does not use the role playing learning model.

In this study, the samples taken amounted to two classes, with a total of 57 students. These two classes consist of an experimental class and a control class.

- 1) The experimental class is a group that is given treatment or intervention in the form of using a role playing learning model. In this learning model, students play a role in certain situations to practice learning materials directly. The purpose of this experimental class is to test whether the role playing learning model can have an impact or change on students' understanding and skills.
- 2) The control class is a group that does not get treatment or is not given an intervention in the form of using a role playing learning model. This class is used to compare the results obtained from the experimental class. In other words, the control class becomes a reference to see whether the changes that occur in the experimental class are really caused by the role playing learning model, or by other factors.

Sample Collection Techniques

This study employed a non-equivalent control group design, which is a type of quasi-experimental research. The sample selection was conducted using purposive sampling technique. This technique was chosen based on specific considerations and criteria relevant to the research objectives.

The population in this study consisted of all fourth-grade students at SD Negeri 1 Metro Pusat, totaling 102 students spread across four classes (IV A, IV B, IV C, and IV D). Based

on the results of preliminary research and coordination with the class teachers, two classes were selected as research samples: class IV A as the experimental group and class IV B as the control group. The experimental class was taught using the Role Playing model, while the control class was taught using conventional methods.

The total number of students involved in the study was 57, with 30 students in the experimental class and 27 students in the control class.

The use of purposive sampling in this study was based on the following considerations:

- 1) The two selected classes had relatively equal academic ability.
- 2) The learning facilities and infrastructure were similar.
- 3) The class teachers had not previously applied the Role Playing learning model.
- 4) The schedule allowed the researcher to implement the intervention without disrupting regular learning activities.

This sampling approach ensured that the research objectives could be optimally achieved within the constraints and real conditions of the school environment.

Data Analysis Techniques

The data collection techniques used in this study are as follows:

Observation

Arikunto (2014) says that observation includes activities that attract the object's attention by using all the senses. To obtain the data needed and relevant in this study, the researchers used direct observation techniques. This observation describes the learning activities of students while the researchers were conducting research.

Documentation

Data collection techniques using documentation. According to (Arikunto, 2014) documentation from the origin of the word *document* which means written items. This technique is used to obtain the data needed by researchers such as school archives, notes, and lesson plans. Documentation is needed as an authentic record or evidence of this research.

Test

According to Margono (2017) a test is a set of stimuli (stimuli) given to someone with the intention of getting answers that can be used as the basis for determining a numerical score. The data collection technique in the study was to use a test. The data collection technique is by giving a test at the beginning before implementing learning (pre-test) and then giving another test at the end of learning (post-test). The scoring technique will use a question grid that has been adjusted to the level of each question item.

Interview

Interviews conducted by researchers are unstructured interviews conducted during preliminary research. Anggito and Setiawan (2018) "Unstructured interviews are free interviews where the author does not use interview guidelines to obtain in-depth information". The interview was conducted to the homeroom teacher of class IV A SD Negeri 1 Metro Pusat to find out the learning process and learning outcomes.

Result and Discussion

The assessment of Indonesian learning outcomes in students at SD Negeri 1 Metro Pusat was carried out using pre-test and post-test questions. These questions were arranged in the form of multiple choice questions as many as 10 questions, which were designed to measure the initial ability of students (pre-test) and increased understanding after the learning

process was completed (post-test). The pre-test was conducted before the application of the role playing method in the experimental class and the conventional method in the control class, while the post-test was conducted after the learning was over.

Table 2. Recapitulation of Pretest and Posttest Scores for The Experimental Class

Class	Score	Pretest		Posttest	
		F	%	F	%
IV A	≥ 77 (completed)	8	27%	16	53%
	≤ 77 (not completed)	22	73%	14	47%
Amount		30	100	30	100
Average value		61,66		78	

Source: Research Results 2023

Based on the table above, in the pre-test results in the experimental class, as many as 8 out of 30 students (27%) managed to achieve a score that met the Minimum Completion Criteria of ≥ 77 . Meanwhile, 22 learners (73%) were still below the Minimum Completion Criteria, with an average class score of 61.66. This shows that before the application of the role playing learning model, the majority of experimental class students had not achieved an optimal level of understanding in Indonesian language subjects.

After applying the role playing method, the post-test results showed a significant increase in student learning outcomes. Learners who successfully reached the Minimum Completion Criteria value increased to 16 students (53%), while those who were not complete decreased to 14 students (47%). The average class score also increased, from 61.66 in the pre-test to 78 in the post-test. Based on these results, it can be concluded that there was an increase in the percentage of students who reached the Minimum Completion Criteria by 26% after the application of the role playing learning method, which shows the positive impact of the application of this method on Indonesian language learning outcomes in the experimental class.

Posttest results of fourth grade students of SD Negeri 1 Metro Pusat Based on data collection that has been carried out by researchers, the following is a recapitulation of the pretest and posttest scores of the control class:

Table 3. Recapitulation of Pretest and Posttest Scores for The Control Class

Class	Score	Pretest		Posttest	
		F	%	F	%
IV B	≥77 (completed)	9	33%	7	26%

≤77 (not completed)	18	67%	20	74%
Amount	27	100	27	100
Average value	65,92		76,29	

Source: Research Results 2023

Based on the table above, in the control class pre-test results, there were 9 students 76.29 (33%) who managed to achieve a score ≥ 77 , while the other 18 students (67%) were still below the Minimum Completion Criteria. The average score of the control class in the pre-test was recorded at 65.92, which showed a low level of understanding before learning.

In the post-test results, there was an increase in the number of students who reached the Minimum Completion Criteria to 17 students (63%), while the number of students who had not reached the Minimum Completion Criteria decreased to 10 students (37%). The average class score also increased from 65.92 in the pre-test to 76.29 in the post-test. Thus, although the control class experienced an increase in learning outcomes after the learning process took place, the increase in the average score was not as significant compared to the experimental class. The percentage increase in the number of students who reached the Minimum Completion Criteria in the control class was 30%, which was lower than the increase in the experimental class.

From the comparison above, it can be seen that the role playing learning model applied to the experimental class has a greater impact on improving student learning outcomes than the conventional learning method in the control class. The increase in the average score and the higher percentage of learning completeness in the experimental class shows that the role playing method is able to increase students' involvement and understanding in learning Indonesian. In addition, this method is also able to significantly reduce the number of students who have not reached the Minimum Completion Criteria.

Discussion

The problem in this study is the low learning outcomes of Indonesian language in fourth grade students of SD Negeri 1 Metro Pusat. This study aims to determine the effect of the application of the role playing model on improving the learning outcomes of Indonesian language in class IV SD Negeri 1 Metro Pusat. The application of the role playing model was carried out in the experimental class, namely class IV A with a total of 30 students, while the control class, namely class IV B with a total of 27 students using a conventional learning model.

Learning outcomes data obtained from the results of a multi-form test consisting of 10 questions. Analysis of learning outcomes data obtained from pretest and posttest scores. Before being given treatment, both classes were given a pretest to determine the initial ability of students. Based on the pretest results, experimental class students obtained an average score of 61.66 with 8 students who were complete (27%) and 22 students who were not

complete (73%). This shows that the ability of students in mastering Indonesian language material before applying the role playing model is still low.

After the treatment was given to the experimental class, at the end of the meeting students were given a posttest to find out their learning outcomes. The experimental class posttest results showed an average score of 78, with 16 students who were complete (53%) and 14 students who were not complete (47%). Based on this data, it can be concluded that after applying the role playing model, the Indonesian learning outcomes of experimental class students have increased significantly. In comparison, the learning outcomes of the control class, which used the conventional learning model, showed an average score of 76.29, with 17 learners who were complete (63%) and 10 learners who were not complete (37%).

The results of data analysis show that the average score in the experimental class is higher than the control class. Based on the t statistical test on posttest data, a significance level of 5% was obtained with $df = n_1 + n_2 - 2 = 30 + 27 - 2 = 55$. The calculated t value is 3.962, which is greater than the t table (1.884), so it can be concluded that the application of the role playing model has a positive effect on Indonesian learning outcomes. The role playing learning model is more effective than the conventional learning model because in the process, students play an active role in learning activities.

This research is in line with relevant research, such as that conducted by Setyowati (2020), which states that there is a significant effect of the application of the role playing model on Indonesian learning outcomes. A similar opinion was also conveyed by Tarigan (2016), who stated that the role playing learning model is a sociodrama that imitates a situation or drama that is performed in front of the class. In learning Indonesian, students must play an active role, not only passively receiving material from educators, but also actively constructing knowledge and playing a role in learning. Through the role playing model, learners can explore human relationships by acting out roles and discussing with their friends, thus improving their language skills.

Conclusion

This study is motivated by the low learning outcomes of Indonesian language obtained by fourth grade students at SD Negeri 1 Metro Pusat. This problem indicates that the learning methods used previously may not be effective in improving students' understanding and involvement in Indonesian language materials. Therefore, this study aims to improve student learning outcomes by applying a role playing learning model, which is expected to create a more interactive and interesting learning atmosphere.

The research method used was an experimental method by comparing two groups of students: the first group, the experimental class, applied the role playing model, while the second group, the control class, continued to use conventional learning methods. The learning outcomes of the two groups were then compared to determine how much influence the role playing model had on student learning outcomes.

Based on data analysis using the t-statistical test, the t-count value of 3.962 was obtained, which is greater than the t-table of 1.884 at the 5% significance level. This result shows that there is a significant difference between the learning outcomes of students taught with the role playing model and those taught with conventional methods. In other words,

students who learn through the role playing model have significantly higher learning outcomes compared to students who learn using conventional methods.

It can be concluded that the role playing learning model proved to be effective and appropriate to be applied in learning Indonesian language in grade IV of SD Negeri 1 Metro Pusat. This model not only helps improve learning outcomes significantly, but also creates a more meaningful learning experience for students, where they play an active role in the learning process.

Recommendation

Based on the research results that have been concluded above, several suggestions are proposed to improve Indonesian language learning outcomes in class IV. First, to educators, it is recommended to make the role playing learning model as an alternative in choosing a learning model to improve student learning outcomes. Second, to the principal, it is recommended to provide guidance and development for educators to be more professional in carrying out the learning process so that the quality of education in SD Negeri 1 Metro Pusat can improve. Finally, for further researchers who will conduct research in this field, it is recommended to examine learning outcomes in the psychomotor and affective domains. In addition, the scope of material used in the study is expected to be not only limited to the material “Exchanged for What?”, and the population used is expected to be wider.

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