

DIFFERENCES IN THE USE OF ROLE PLAYING METHODS AND LECTURE METHODS ON  
THEMATIC LEARNING OUTCOMES OF CLASS V SDN 9 BANYUWANGI

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**Abstrak** One of the efforts to improve the quality of education is through the introduction of contemporary curriculum development and role playing methods which are very suitable for elementary school thematic learners. In learning activities that use role play, the teacher can combine several subjects in one activity. This of course will make it easier and save the teacher's time to convey learning material. The purpose of this research is to find out whether the use of the role playing method has an effect on thematic learning outcomes. The research was conducted in class V of elementary school with a total of 70 students. Data collection techniques used questionnaires, tests and documentation. The data analysis technique uses multiple linear regression to test learning outcomes, using individual sample t-tests. The results showed that the t-test analysis of descriptive statistics on learning outcomes showed a significant difference between the average students who were treated with an average of 83.43 using the role playing method. This means that the role play method is very possible. While increasing student learning outcomes, students who were treated with the lecture method averaged 70.29. This means that the application of the lecture method has not been effective in improving student learning outcomes. In the t-test analysis using SPSS 23.00 the coefficient is less than 0.05 so the tcount is 12.179 which is significant. Furthermore, it can be said that there is a positive influence in the use of role playing learning on thematic learning outcomes of elementary school students  
Keywords: Role Playing, Lectures, Learning Outcomes.

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## INTRODUCTION

Education is one of the factors that influence the progress and development of a country, and education is a manifestation of the quality of a country. It can be said about developed countries, it can be seen from how high the quality of education in this country is. There are many efforts in order to improve the quality of education in the country. One of the efforts to improve the quality of education is through the introduction of contemporary curriculum and development. Based on the National Education System Law. Curriculum 2003 Article 1 Paragraph 19 is a set of plans and implications for objectives, content, learning materials, and methods used as guidelines in carrying out learning activities to achieve educational goals.

Indonesia has implemented the 2013 curriculum with a scientific approach. Because scientific learning is student-centered, learning creates an active, innovative and creative Learning environment. Permendikbud number 2013 67 people explained that the

2013 course aims to empower people to live faithfully, creatively, innovatively, productively, actively, and citizens.

The implementation of the 2013 curriculum in accordance with the expected educational goals will greatly determine the success of the study program. In implementing the 2013 curriculum, learning components need to be considered, including: (1) teacher competence; (2) educational materials; (3) teaching methods; (4) place and infrastructure; and (5) props. The learning method itself plays an important role in the implementation of learning.

The reality on the ground that is happening in the world of education in Indonesia is not as expected. There are still many educational practices that accustom students to directly receive knowledge and concepts obtained without developing them first. So that this is not in accordance with one of the goals of education which wants to develop students' thinking processes. Education should be able to assist students in developing reasoning, so that students are able to solve the problems they get.

One of the factors that causes students to be less active in the learning process that takes place is that the teacher's method tends to use only the lecture method. This is indirectly the cause of teachers still dominating learning activities both consciously and unconsciously. Therefore, students become accustomed to waiting for the material provided by the teacher and are still comfortable with what they get without any desire to develop concepts or material that has been obtained.

The students will remain accustomed to being passive and have no effort to develop their abilities optimally. The occurrence of this is not entirely the fault of the student. Another important point is how teachers can manage learning activities to become an enjoyable experience and utilize a variety of learning methods to suit the character of their students.

Indeed, the teacher must be able to develop learning activities using various methods, and the teacher must be able to understand the learning method depending on the student's personality and what material is given. .. Selection of learning methods in a learning activity affects a student's learning outcomes. The method that can be used by the teacher to provide learning material is role playing. Aisia City (2008), The role playing method itself is a method that involves students directly in the learning process. liveliness of learning activities, where students are asked to play certain roles both living things and inanimate objects. With these activities, students will be trained to be responsible and develop their abilities optimally.

From this explanation, it is known that the role playing method can also be thematic learning suitable for elementary schools. In learning activities that use role play, the teacher can combine several subjects in one activity. This will certainly make it easier and save the teacher's time to deliver learning material. In addition, the teacher can also see the development of student attitudes. The role playing method has the advantage of being in accordance with the curriculum implemented in elementary schools and makes it easier for teachers to convey material and meet current competency standards.

Based on observations of student learning outcomes (UAS) data for the 2019-2020 school year VA and VB classes at SDN 9 Tegalharjo Banyuwangi in odd semesters, from this it can be concluded that the learning outcomes of class V students are still very low. There are several students of class V with grades below the average.

So far, the learning methods used by teachers in the learning process are lectures, questions and answers, discussions and assignments. This learning style makes students

when learning activities take place, thus reducing students' willingness to learn and reducing their learning outcomes. These problems require learning methods that can improve student learning outcomes.

Based on these explanations and problems, the researcher wants to conduct research in which the researcher compares the lecture method with the role playing method applied in learning activities carried out at SDN 9 Tegalharjo Banyuwangi.

## **TEORITICAL REVIEW**

### Learning methods

The method comes from Greek mythology which means method. Sudjana (2005: 76) states that this method is an overall plan that is used to provide educational material regularly, without conflict and is based on a particular approach. Learning methods are the methods used to carry out plans made in actual activities, to guarantee the optimal achievement of the desired goals (Majid, 2014: 193). The use of learning styles is very important to achieve learning objectives, it is expected that teachers are able to apply learning styles that are in accordance with student characteristics. for fun learning activities.

### Role Playing Method

According to Majid (2015: 205-206), role playing is a simulation-based learning method. As a teaching method, simulation means a way of presenting a learning experience by imitating a situation to understand a concept, principle, or skill. Therefore, role-playing is a historical event, a real event, or as part of a simulation. possible future events.

Hamdayama (2017:11) says that the role playing method is a homework method that fosters students' imagination and gratitude. Student growth and appreciation is achieved by playing certain characters, both living and dead characters. This game is usually played by many people. Meanwhile, according to Mulyono (2012: 101) the role playing method is a learning method for creating and developing historical events, developing and creating real events, and as part of a simulation for future events.

The playing method is actually similar to motion games, with certain goals and rules that include elements of fun, students can be motivated to participate actively in learning activities. Based on these experts, it can be concluded that role playing is one of the learning methods. involving students directly, with students taking a life or death role. Students must involve actors and observers emotionally in actual situations.

### Role Playing Method Steps

The learning steps using the role playing method according to Djamarah in Hamdayama (2017: 114) are as follows.

- 1) The teacher first selects and decides questions. Problems that arise from students' lives to make students feel these problems and motivate them to solve them
- 2) Choose a role that explains what the character and player should do, depending on the issue to be covered
- 3) Arrange the stages of the role-playing game. Teachers can search for appropriate drama scenarios or create their own drama scenarios that can be adapted to the teaching provided.
- 4) Select monitors. The observers chosen for this activity were students who did not appear in front of the class.

5) Students perform the roles that have been determined and according to what is in the scenario.

6) Discussion and evaluation, discussion questions, and questions asked.

7) Draw conclusions from role-playing games.

Lecture method

Wina Sanjaya (2006: 147) gives lectures to communicate student teaching directly through oral narratives. According to Djamarah (2010: 97), the lecture method itself is a teaching method in which information is conveyed to students orally. The teaching method can be said to be an economical method to overcome illiteracy and scarcity of references. Hamdani (2011: 278) reveals that the lecture method has long been used by teachers to provide learning material. Based on the opinions of these experts, it can be concluded that the lecture method is a method of delivering teaching materials and information orally when the teacher controls the delivery of teaching materials using the five senses.

Learning outcomes

The term income according to KBBI means: 1) things done by the business, 2) Revenue and acquisitions. Learning itself means changing behavior or responses resulting from experience. Abdulrahman (1999:38) suggests that learning outcomes are skills acquired by students after carrying out learning activities. In his view, successful students are those who are able to achieve the desired learning goals.

According to the interpretation of experts, it can be concluded that learning outcomes are changes in behavior resulting from students' conscious efforts to gain experience and new knowledge to achieve the intended learning goals.

## **METHOD**

Research design

The research carried out when viewed from the state of the variables is included in comparative quantitative research, where researchers compare control and experimental classes or comparisons between Variable X1 (role playing method) and X2 variable (lecture method) to variable Y (learning outcomes).

According to Arikunto Suharsini's comparative study (1998: 236), researchers can find similarities and differences in criticizing things, people, behavioral procedures, ideas, people, and groups about ideas and actions. General views and changing views of people, groups, countries, states, people, events, or ideas can also be compared.

This research was conducted by comparing one or more experimental variables that were treated. certain (treatments). This research was conducted by separating the variables, between groups of experimental variables and non-experimental variables. In this study, researchers wanted to compare the learning outcomes of fifth grade students at SDN 9 Tegalharjo using a comparative study. The comparative study aims to find out whether there are differences in the aspects or variables studied between two or more groups. There are no control variables in this study, no manipulation or treatment by researchers. Research is done naturally, and researchers use measurement tools to collect data. We analyzed the results statistically to find differences between the studied variables.

Determination of Research Areas and Respondents

Determining the location/area of this research was carried out using the technique. The place of choice for researchers to conduct research was SDN 9 Tegalharjo

Banyuwangi, population research was carried out if the researcher wanted to observe all the behavior in a population. The respondents chosen by the researcher were all students of class V, with a total of 70 students in the two classes, namely 35 students in class Va as the experimental class, and 35 students in class Vb as the control class..

Data analysis

Multiple linear regression analysis with two variables is used to measure the independent variables against the dependent variables. a is a constant and b is the regression coefficient of the independent variable. The formula for calculating price a and price b is as follows. The price of a can be found by the following formula:

$$a = \frac{\sum Y(\sum X^2) - \sum X \cdot \sum Y}{n\sum X^2 - (\sum X)^2}$$

Price b can be found by the formula:

$$b = \frac{n\sum XY - \sum X \cdot \sum Y}{n\sum X^2 - (\sum X)^2}$$

The regression coefficient "b" is the contribution of the magnitude of the variance of the value of the independent variable, the higher the value of the regression coefficient, the greater the contribution of the variance, and vice versa. The contribution of changes in the independent variable (X) is also determined by the positive or negative regression coefficients. Measurement of the influence of variables with several independent variables using multiple linear analysis. Each value estimate is called linear because it is estimated to increase or decrease along a straight line.

DISCUSSION

Results Try Research Instruments

The validity test was carried out by researchers using SPSS version 23.00, validity testing using the Pearson Product Moment correlation equation. It is known that the resulting rcount must be greater than the rtable at a significance level of 5%. If rcount > rtable, then the validity of the survey elements is declared. Conversely, if rcount < rtable, then the survey element is declared invalid.

Instrumen	Valid		Invalid	
	Total	Nomor Instrumen	Total	Nomor Instrumen
questionnaire role playing method	17	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	-	-

Based on the table above, the validity of the role-playing questionnaire instrument was given to 18 respondents, so that the rtable price was 0.468.

Instrumen	Valid		Invalid	
	Total	Nomor Instrumen	Total	Nomor Instrumen
lecture method questionnaire	17	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	-	-

In the lecture method questionnaire validation of the lecture method questionnaire instrument was given to 18 respondents, so the rtable price was 0.468.

Instrumen	Valid		Invalid	
	Total	Nomor Instrumen	Total	Nomor Instrumen
Cognitive Learning Outcomes Test	40	1-40	-	-

Based on the results of the validation test conducted, there are 40 items of cognitive learning test equipment that are valid and used in the study.

The reliability test on the questionnaire instruments X1, X2, and Y was analyzed using SPSS version 23.00. The results of the reliability test are as follows.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.908	17

From the results of the analysis in the table it can be seen that the Cronbach coefficient value is 0.908. This shows that the role-playing survey device (X1) is very reliable.

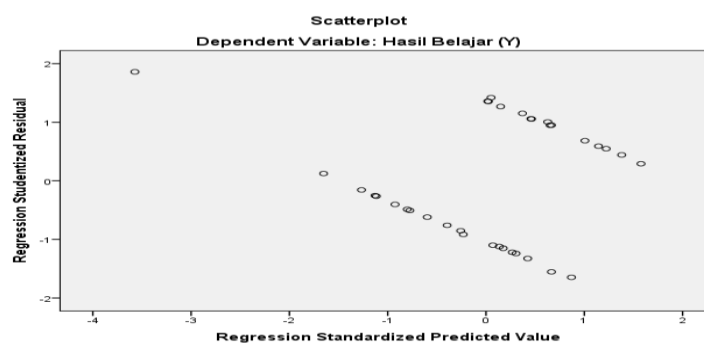
#### Reliability Statistics

Cronbach's Alpha	N of Items
.940	17

The Cronbach Alpha value resulting from the analysis of the lecture method questionnaire in the table is 0.940, indicating that the lecture method questionnaire (X2) has high reliability.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.630	40

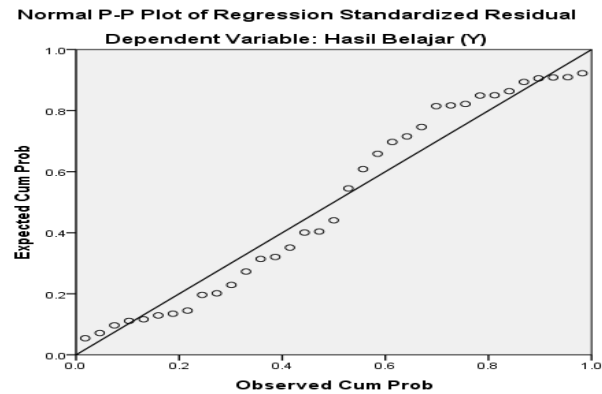


From the results of the analysis in the table it can be seen that the value of Krobach's alpha is 0.630. This shows that the test device is quite reliable for student learning outcomes in the cognitive domain (Y). The normality test is used to test whether the

regression model, confounders, or residuals show a level of normality. The normality test was analyzed using SPSS version 23.00.

The first normality test is illustrated with a histogram as follows:

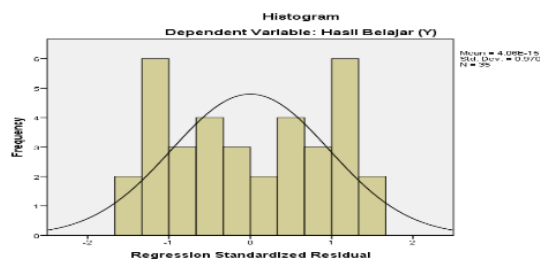
Grafik normalitas *p*-plot of regression standardized residual



Based on the graphic image, you can see that the plot points approach diagonally. This means that the data is normally distributed. The normality test procedure used to test the normality of the residuals is the Kolmogorov-Smirnov. The data in the table of normality test results provides an important Asymp value. Signature (both sides) 0.200. Because  $0.200 > 0.05$ , it can be concluded that the data is normally distributed. Regression analysis is used because it can fulfill the assumption of normality. The regression coefficient of the regression model in this study and the effect of each variable on the dependent variable is shown in the following table:

Model		Coefficients <sup>a</sup>													
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics			
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF		
1	(Constant)	81.154	2.280		35.593	.000	76.510	85.799							
	Eksperimen (X1)	.198	.070	.626	2.842	.008	.056	.341	-.033	.449	.411	.431	2.321		
	Kontrol (X2)	-.208	.052	-.874	-3.964	.000	-.315	-.101	-.401	-.574	-.574	.431	2.321		

a. Dependent Variable: Hasil Belajar (Y)



Based on the results of the analysis of multiple linear regression tests performed using SPSS 23.00, the following equation is obtained:

$$Y = 81,154 + 0,198 X1 + -0,208 X2$$

After the research was carried out according to the implementation schedule, a summary of student learning outcomes was obtained which was processed using SPSS version 23.00 which can be seen as follows.

Table of Descriptive Statistics of Research Results for Student Learning Outcomes  
Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Eksperimen	35	83.43	3.791	.641
Kontrol	35	70.29	5.137	.868

This equation partially shows the relationship between the independent and dependent variables, so it can be concluded that: The constant value is 81,154 and the role playing and lecture method variables (X1 and X2) Value ) means there is a change 0 ), students' cognitive learning outcomes are 81,154 units.

Independent Samples Test										
		Equality of		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Error Difference	Interval of the	
									Lower	Upper
Hasil	Equal variances assumed	.996	.322	12.179	68	.000	13.143	1.079	10.990	15.296
	Equal variances not assumed			12.179	62.561	.000	13.143	1.079	10.986	15.300

Based on the table containing the results of the t-test analysis above, it can be seen that the significance of the two-way table is  $0.000 < 0.05$ , so it can be concluded that there is a significant difference in scores between the two experimental tests. . class and return control class. From the descriptive values in the table it can be seen that the experimental class which was taught by the role play method had a higher score than the control class which was taught by the lecture method.

## Discussion

The impact of using the role playing method on student learning outcomes in hypothesis testing obtained significant results. This is in line with Syawal Simatupang's research "The impact of learning methods playing the role of cognitive-social competence and emotional-social competence on learning Social Science Elementary Schools" (Indonesian Education University thesis: 2009). Based on the conclusions, the study states that student learning outcomes have a greater influence on skills social cognitive and social affective skills in the role playing learning method.

Based on the explanation above and the findings of previous researchers related to this study, it can be concluded that the results of the first hypothesis test have a significant and positive effect on the use of the role playing learning method. Thematic Learning Outcomes of Class V SDN9 Tegalharjo

Based on the table which describes the descriptive statistics of student learning outcomes in the cognitive domain, there is a significant difference between the average students who are taught by the role playing learning method and students who are given the lecture method. The average value of students who were taught by the role playing method was 83.43 and the average value of students who were taught by the lecture



method was 70.29. Based on this explanation, it can be concluded that learning using the lecture method cannot improve learning outcomes for class V SDN9 Tegal Harjo Banyuwangi.

This is in line with the findings of Siang Tandy and Sri Mulyani's 2013 study entitled "Comparing the Application of Role Played Learning Methods to Traditional Chemistry Learning Outcomes of Students of SMA Negeri 1 North Lore". The results of this study concluded that students who were treated with traditional teaching methods in the form of lectures did not achieve increased learning outcomes compared to students who were treated in the form of teaching using role playing methods

Based on the results of the t-test analysis using SPSS 23.00, the coefficient is less than 0.05 ( $0.00 < 0.05$ ), so that a significant tcount is 12.179 at  $p = 0.000$ , so  $H_0$  does not differ from paddy fields. The thematic learning outcomes for class V SDN 9 Tegalharjo Banyuwangi were rejected because of the influence of role playing on the use of learning methods and the use of the lecture method. It can be concluded that the hypothesis that there is a difference between the use of the role playing learning method and the lecture learning method is accepted for the thematic learning outcomes of SDN 9 Tegal Harjo Banyuwangi.

The results of the third hypothesis test are the results of this study which show that there are differences in the application of the role playing learning style variable (X1) with the lecture learning style variable (X2) on student objective learning outcomes. fifth place. Tegalharjo 9th grade student

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the general description, hypothesis testing and discussion of the results of this study, the following conclusions can be drawn.

The thematic learning outcomes of Class V students are influenced by the use of role playing learning methods. SDN 9 Tegalharjo Banyuwangi.

There is no effect of using the lecture learning method on the thematic learning outcomes of fifth grade students at SDN 9 Tegalharjo Banyuwangi.

The learning outcomes of students at SDN 9 Tegalharjo Banyuwangi differ significantly between using the role play learning method and the lecture learning method.

### **Suggestion**

Based on the discussion and conclusions made, the following suggestions are given. For teachers, the use of role playing learning methods can be used as an alternative in choosing appropriate and appropriate learning methods to be applied in a learning activity, thus enabling students to participate in learning activities and achieve maximum learning outcomes. deep and motivated.

For school leaders, the use of role playing learning methods can have a positive impact on improving student achievement. For other researchers, this role-playing study is input and appreciation for further research

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