

The Influence of Role-Playing Method on Social Science Learning Outcomes in View of Student's Learning Motivation

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Abstract: This study determined the effect of the role-playing method on social studies learning outcomes in terms of student learning motivation at SMP Negeri 11 Bengkulu Tengah. This is quantitative quasi-experimental. One experimental group and one control group, consisting of 25 members of classes VII B and VII A, respectively, comprised the population of this study. A straightforward random sample method was used to conduct the sampling. The methods for gathering data such as test, questionnaire, and observation. Statistical data analysis procedures, such as the normality test, homogeneity test, and two-way ANOVA test, are used to manage and analyze data. Based on data analysis from the findings of the research, it can be deduced that the F-count value is 4.702 with a p value of 0.035 based on the "Method" value. It can be inferred that the strategy influences learning results in part since the p value is less than 0.05. The F-count value is 10.885 with a p value of 0.002 based on the "Motivation" value. It can be said that motivation effects learning outcomes to some extent because the p value is less than 0.05. The F-count value, based on the "Method with Motivation" value, is 4.995, and the p value is 0.030. It may be deduced that there is an interaction between the role-playing method and student learning motivation on student learning results because the p value is less than 0.05.

Keywords: Learning, Motivation, Role Playing

1. Introduction

The teaching and learning process, which consists of multiple interconnected elements such as teachers, pupils, materials, media, and learning strategies or patterns of delivery of instructional materials, is essential to the effectiveness of education (Demetriadis and Pombortsis, 2007). Students obtain a variety of knowledge, model values that shape attitudes, and skills that are helpful for them in dealing with a variety of life challenges during the teaching and learning process.

Students obtain a variety of knowledge, model values that shape attitudes, and skills that are helpful for them in dealing with a variety of life challenges during the teaching and learning process. Based on the notion that “Learning is essentially a change that occurs in a person after the end of a learning activity,” Sakat et al (2012) proposed the method of teaching and learning in schools. While teaching is an organizing activity, Sudjana (2019) notes that managing the environment in which students learn is as important.

The realization of a productive teaching and learning process depends in large part on teachers and students. If students are prepared to learn with all of their potential cognitive, affective, and psychomotor and if teachers can create a learning environment that encourages the development of all of their students’ potential, the teaching and learning process will be well-organized (Sun and Shen, 2017). Through the direction and coaching offered by teachers in the classroom, student’s potential needs to be increased. From basic education through higher education, there are several degrees of learning at school. The building blocks of high-quality education at the next level are present in basic education.

One of the disciplines that focuses more on comprehension, memorization, and not critically thinking is Social Science (IPS), which discusses fundamental information connected to social interests. Thus, in order to be able to give pupils a meaningful grasp of social studies, the teaching and learning process from numerous components that go along with it must be used. Of course, there are many supporting aspects for a meaningful learning, one of which is the style of instruction. This is in line with Azhar’s assertion that learning media and teaching

methods are both crucial components of the teaching and learning process (Azhar, 2016). In addition, the learning method is the approach taken by the instructor in fulfilling the role of a tool for achieving learning objectives (Uno, 2016). The learning process is more stage-based and procedural in character. Learning strategies convey new knowledge or understanding, examine the experiences of learners, and showcase both learners' and others' performance. The selection of learning methods requires both teacher competence and intellect because they play a significant part in a variety of learning systems. Sumiati (2009) assert that learning approaches are geared toward accomplishing these aims, particularly emphasizing more on process learning, in order to achieve cognitive, emotional, and psychomotor learning objectives. In an effort to achieve learning goals, the teaching strategy places a strong emphasis on the active student learning process.

One of the elements that might contribute to the success of a class is a pleasurable learning environment since students will more readily absorb and comprehend the material when learning is made enjoyable. The teacher can use a variety of strategies or learning styles to make social studies learning less monotonous and more varied (Adi et al, 2022). The goal of using diverse learning techniques and media is to make subject matter delivery clearer and get around teacher restrictions in the classroom. In addition, it can help focus students' attention on the subject matter being delivered.

According to preliminary observations and interviews in learning, it is frequently discovered that students have a propensity to refrain from asking questions of the teacher even when they are genuinely confused by the subject matter. This issue makes it challenging for the teacher to select the best teaching strategy to convey the subject, resulting in the social studies class VII students still receiving low scores that fall short of the KKM 78 score and their lack of interest in comprehending social studies classes. Students complain that social studies lessons are boring since prior learning models (lectures) are being used ineffectively and instructional strategies are still not used effectively (Baroroh, 2011).

The implementation of IPS learning might use a variety of tactics to keep it interesting. Using suitable teaching and learning techniques is one approach to do

this. According to Uno, role playing is used to help kids create meaning (identity) in the social world and work through problems in groups. In other words, through role-playing, students develop an understanding of the role concept, become aware that there are various roles, and consider their own and other people's actions.

2. Methods

This study makes use of experimental research, namely the approach utilized to ascertain how treatments work. The experiment that was used in this study was a quasi-experimental. There were two groups in the quasi-experiment: an experimental group and a control group, both of which had unique characteristics. Special consideration to the variables under test for their effects were given to the experimental group. The experimental treatment was administered to the test group, while the control group received a different treatment or the standard of care (Sudaryono, 2016).

In this study, the Quasi Experimental Design method was used, which is a derivation of the challenging True Experimental Design. Although this design includes a control group, it is not completely capable of influencing outside factors that have an impact on how the experiment is carried out. Because obtaining a control group for research is challenging in practice, quasi-experimental design is used. It is very identical to the Pretest-Posttest Control Group Design when using the Nonequivalent Control Group Design; however, in this design, the experimental and control groups are not chosen at random. This study was conducted at Central Bengkulu 11 Public Middle School, particularly in classes VIIA and VIIB.

Techniques for gathering data Researchers utilize data collection techniques as a means of obtaining and gathering data throughout this stage of the research process, which establishes the course and outcome of the investigation. To test hypotheses, researchers require data. The information is a fact that is applied to support the necessary hypothesis. The data collection methods will vary depending on the problem selected and the study methodology employed

(Darwin, 2021). Observation, questionnaires, exams, and documentation were the methods employed in this study to collect data.

3. Results and Discussion

The outcomes of the pretest and posttest are described and analyzed in this section. Students in class VIIA using the conventional model and class VIIB using the role playing method received the pretest and posttest questions. Before employing role playing techniques and traditional models in the study, students were given the pretest question instrument. After using the model, students were given the posttest.

Description of the value of the Student Motivation Questionnaire for Class VIIA

Tabel 1. Control Class Pretest Statistical Value

		Class A Learning Motivation (<i>Pre-test</i>)
N	Valid	25
	Missing	0
Mean		105.72
Median		106.00
Mode		107
Std. Deviation		3.518
Variance		12.377
Range		13
Minimum		100
Maximum		113

The table above describes the mean, median, mode, standard deviation, variance, range, lowest value, and highest value for learning motivation variables. Next determine the top, middle and bottom groups by entering into the formula:

$M + I.SD = 105,72 + 3,518$	➔	Top/ High = 109,238
$M + I.SD = 105,72 - 3,518$	➔	Middle/ Medium = 102,202
	➔	Lower/Low

Table 2. Frequency of Class VIIA Pretest Motivation Questionnaire Results

No	Pretest Value	Category	Frequency	%
1.	109,238 - up	Top/High	6	24%
2.	109,238 - 102,202	High/Medium	14	56%
3.	102,202 - down	Lower/Low	5	20%
Total			25	100%

According to the data above, there are 14 students in the middle or medium group (56%) and 5 students in the lower or low group (24%) in class VIIA. There are also 6 students in the upper/high group (24%) and 5 students in the middle or low group (20%).

Results of Post-test Class VIIA Questionnaire

Table 3. Control Class Statistical Value

		Class A Learning Motivation (Post-test)
N	Valid	25
	Missing	0
Mean		119.84
Median		120.00
Mode		120
Std. Deviation		3.287
Variance		10.807
Range		13
Minimum		115
Maximum		128

The table above illustrates the mean value, median, mode, standard deviation, variance, range, lowest value, and the highest value for learning motivation variables. Next set up the upper, middle and lower groups by inserting into the formula:

$M + I.SD = 119,84 + 3,287$	Top/ High = 123,12
$M + I.SD = 119,84 - 3,287$	Middle/ Medium = 116,56
	Lower/Low

Table 4. Frequency of Class VIIA Posttest Motivation Questionnaire Results

No	Posttest Value	Category	Frequency	%
1.	123,12 - up	Top/High	6	24%
2.	123,12 - 116,56	High/Medium	14	56%
3.	116,56 - down	Lower/Low	5	20%
Total			25	100%

From the analysis above, it can be concluded that in class VII A, there are: 6 students in the upper/high group (24%), 14 students in the middle or moderate group (56%) and 5 students in the lower or low group (20%).

Description of the Value of the Student Motivation Questionnaire for Class VII B

Results of Pretest Class VIIB Questionnaire

Tabel 5. Experiment Class Pretest Statistical Value

		Class B Learning Motivation (<i>Pre-test</i>)
N	Valid	25
	Missing	0
Mean		103.60
Median		104.00
Mode		104
Std. Deviation		3.894
Variance		15.167
Range		18
Minimum		93
Maximum		111

The learning motivation factors' mean, median, mode, standard deviation, variance, range, minimum, and maximum values are shown in the table above. Next, use the formula to find the top, middle, and bottom groups:

$$\begin{array}{l}
 \xrightarrow{\hspace{10em}} \text{Top/ High} \\
 M + I.SD = 103,60 + 3,894 = 107,494 \\
 \xrightarrow{\hspace{10em}} \text{Middle/ Medium} \\
 M + I.SD = 103,60 - 3,894 = 99,706 \\
 \xrightarrow{\hspace{10em}} \text{Lower/Low}
 \end{array}$$

Table 6. Frequency of Class VIIB Pretest Motivation Questionnaire Results

No	Posttest Value	Category	Frequency	%
1.	107,494 - up	Top/High	6	24%
2.	107,494 - 99,706	High/Medium	18	72%
3.	99,706 - down	Lower/Low	1	4%
Total			25	100%

From the above analysis, it can be concluded that in class VII B, there are: 6 students in the upper/high group (24%), 18 students in the middle or medium group (72%) and 1 student in the lower or low group (4%).

Results of Posttest Class VIIB Questionnaire

Table 7. Experiment Class Post-test Statistical Value

		Class B Learning Motivation (Post-test)
N	Valid	25
	Missing	0
Mean		122.84
Median		123.00
Mode		123
Std. Deviation		3.659
Variance		13.390
Range		14
Minimum		114
Maximum		128

The table above describes the mean, median, mode, standard deviation, variance, range, lowest value, and highest value for learning motivation variables. Next determine the top, middle and bottom groups by entering into the formula:

$$\begin{array}{l} \xrightarrow{\hspace{10em}} \text{Top/ High} \\ M + I.SD = 122,84 + 3,659 = 126,499 \\ \xrightarrow{\hspace{10em}} \text{Middle/ Medium} \\ M + I.SD = 122,84 - 3,659 = 119,181 \\ \xrightarrow{\hspace{10em}} \text{Lower/Low} \end{array}$$

Table 8. Frequency of Class VII B Posttest Motivation Questionnaire Results

No	Posttest Value	Category	Frequency	%
1.	126,499 - up	Top/High	7	28%
2.	126,499 - 119,181	High/Medium	13	52%
3.	119,181 - down	Lower/Low	5	20%
Total			25	100%

From the above analysis, it can be concluded that in class VII B, there are: 7 students in the upper/high group (28%), 13 students in the middle or moderate group (52%) and 5 students in the lower or low group (20%).

Description of the Results of Class VII A and VII B Pretest

The results of the pretest on social studies learning outcomes are carried out as follows:

Class VII A (Conventional Model)

From the analysis it can be concluded that in class VII A, there are: 4 students in the upper/high group (16%), 17 students in the middle or moderate group (68%) and 4 students in the lower or low group (16%).

Based on the pretest analysis of the two classes, to find out whether the research can be continued or not. Then a prerequisite test is carried out, namely the normality test and the pretest homogeneity test.

Class VII B (Role Playing Method)

From the analysis it can be concluded that in class VII A, there are: 5 students in the upper/high group (20%), 13 students in the middle or moderate group (52%) and 7 students in the lower or low group (28%).

Description of the Results of Class VII A and VII B Posttest

Class VII A (Conventional)

From the analysis, it can be concluded, there are: 5 students in the upper/high group (20%), 17 students in the middle or moderate group (68%) and 3 students in the lower or low group (12%).

Class VII B (Role Playing Method)

From the analysis, it can be concluded, there are: 7 students in the upper/high group (28%), 17 students in the middle or moderate group (68%) and 1 student in the lower or low group (4%).

A preliminary test, such as the normality and homogeneity tests, will be conducted before the study hypothesis is put to the test. According to the results of the normality test, the p values for class A learning motivation (Pre-test), class A learning motivation (Post-test), class B learning motivation (Pre-test), and class B learning motivation (Post-test) were all equal to 0.200, 0.200, and 0.111, respectively. The class A learning motivation (Pre-test), class A learning motivation (Post-test), class B learning motivation (Pre-test), and class B learning motivation (Post-test) data are considered to have a normal distribution because all p values are greater than 0.05 (Saptono et al., 2020; Graciun, 2010).

4. Conclusions

The role-playing method has the following effects on social studies learning outcomes in terms of student learning motivation at SMP Negeri 11 Bengkulu Tengah, according to the study's findings: based on the "Method" value, the F-count value is 4.702 with a p value of 0.035. The p value is less than 0.05, it may be concluded that the method only marginally affects learning outcomes. There

are differences between the performance of students who are taught social studies using the role-playing method and those who are taught using conventional techniques. Based on the “Motivation” value, the F-count value is 10.885 with a p value of 0.002. Given that the p value is under 0.05, it can be assumed that some people’s motivations are affected.

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