

## The Influence of Role Playing Method Implementation on Social Skills and Grade 4 Students Outcomes Subtheme how Amazing is My Goal in Primary School

Retty Dwi Ratnasari, Muhari and Suhanadji  
*State University of Surabaya, Surabaya, Indonesia*

**Key words:** Learning outcomes, social skills, role playing methods, indicate, amazing

**Abstract:** This study aims to determine the effect of the application of role playing methods on the social skills of students and the results of fourth grade students of elementary school. The research type is experimental research with pretest-posttest control group design. Technique of data analysis using social skill observation by using theory of Gwendolyn cartledge and Milburn and test result of learning result by using Bloom's Taxonomy theory. The results obtained after the research in the influence of role playing method on social skills obtained an average grade of 93.57% with very good category as well as the test of learning results obtained an average score of 83 with good category which means experiencing improvement. From the results of this study indicate that the method of role playing affect the social skills and student learning outcomes subtheme how amazing is my goal of grade 4 primary school.

**Corresponding Author:**

Retty Dwi Ratnasari  
*State University of Surabaya, Surabaya, Indonesia*

Page No.: 194-199

Volume: 16, Issue 6, 2019

ISSN: 1683-8831

Pakistan Journal of Social Sciences

Copy Right: Medwell Publications

### INTRODUCTION

Education is an effort to educate and improve the quality of life of citizens. Citizen's intelligence will bring the impact of the progress of a nation to be quickly achieved. In addition to intelligent, children of the nation must also have good character or behavior.

Education in elementary school (SD) is an early stage to continue to study to a higher level is also a provision of life when hanging out in the community. Therefore, education in elementary school is allegedly not showing indications towards self-learning that can make students aware that the essence of her studying in school is as an initial capital in society.

In the world of education is always experiencing renewal in order to find the structure of curriculum, education system and model of learning is effective and

efficient. One of the renewal efforts in the field of education is curriculum change from the curriculum KTSP to the curriculum 2013 which synergize to help change the mind set of education in Indonesia today. The 2013 curriculum promises to give birth to a productive, creative, innovative and character of a nation.

Education today is directed to be able to print a young generation who are competent in their field. The ability to measure not only the learning outcomes but also the social skills becomes very important. The 2013 curriculum does not recognize the subject area or subject unit but the course set is organized into organized units into thematic forms. The boundaries between the subjects are melted and become one unified whole into an integrated theme. The theme is a tool to put forward the concept that will be given to learners. In the actual implementation of the education process there are several

components that support the success of students, among others: the teacher as a source and learning tool, the environment of learning objectives, evaluation and strategies or teaching and learning methods and students themselves. Teachers are one important component in the process of learning activities because the successful implementation of the educational process depends on the teacher. Therefore, the educational process should start from improving the ability of teachers in teaching, teachers not only have a high level of education but are required to create a learning method using the appropriate strategy or in accordance with the goals and competencies to be achieved.

However, in the observation result, the substantial learning of my ideals in elementary school is still based on teacher centered because it is still dominated by teachers and less involving students in teaching and learning process. Teachers also do not use the method of learning that varies, so that, students become bored and tired in following the learning activities and do not understand the true meaning that teachers want to convey to the students, so that, student learning outcomes become low. On sub theme how amazing is my goal are important in the curriculum 2013 because in this sub-theme students will help open insight into some types of ideals according to their dreams and knowledge. Ideals are not just a desire but also responsibility in running it. So that, adequate insight into the ideals they want to be very important and should be learned.

Based on the observations at SDN 1 Bolorejo, Tulungagung can be concluded that at the time of thematic teaching sub theme how amazing is my goal in fourth grade students, teachers are less innovative in terms of exploring student ideas. Students do not play an active role while learning is going on. Making the creative and innovative students become hampered development. That also affects the students learning outcomes obtained. Based on the observation data on October 12 in SDN 1 Bolorejo Tulungagung it can be concluded that the method used by teachers less appropriate with the material being taught. During the lesson, teachers only use lecture methods and occasionally ask questions with students. This resulted in students performing their own activities, students will have difficulty in understanding the meaning of the real ideals, so, it is expected that the selection of methods here will help students in understanding the role of a great ideals.

“Active learning is not just classroom activities for the purpose of making class interesting. It includes techniques designed to have students experience and remember facts, concepts and feelings. With the purpose of active learning is not just an activity in the classroom that aims to make the class more interesting. Active learning provides techniques for students to experiment

and remember facts, concepts and share thoughts. In the implementation of active learning there are methods that can be used to lure students activeness in the classroom in the form of role play method that is the method of teaching in the implementation of the students get the task of the teacher to play a situation that contains a problem, so that students can better understand the situation or existing conditions (Sagala, 2011). This is in accordance with opinion. “Using role play method is expected to help improve communication skills in children because children are happy to play and is one of the characteristics in children school age, so that, children do not feel bored and tired of this method”. This model helps each student to find personal meaning in their social world and help solve personal dilemma with the help of group. Through the method of role playing, students are expected to show affective attitude of receiving, respond, assess, organize, live se for the psychomotor attitude of imitation, manipulation, precision, articulation. In addition, students are expected to explore the ideals and develop the social skills they have.

Therefore, this study focuses on active learning that provides students with opportunities to talk and listen to words, express opinions, engage in conversations, learn to listen well through role playing/role-playing methods under the heading. “The influence of role playing method implementation on social skills and Grade 4 students outcomes sub theme how amazing is my goal in primary school”. The formulation of the problem in this research is: does the role playing method affect the social skill and learning outcomes of students on the sub theme how amazing is my goal in grade 4 in elementary school?; Does the role playing method affect student learning outcomes on the sub theme how amazing in Grade 4 in elementary school?

The relevant research that succeeded in his research, among others, conducted by Hamzah (2014) about improving the ability to tell the story through the application of role playing methods on the subjects of Social Studies IPS class II SDN Mongosidi I Makassar. Researchers conducted research on improving the ability to tell the story through the role playing method.

### **Conceptual framework**

**Concept of role playing method on learning:** Role playing is acting in accordance with a pre-determined role. According to Sudjana and Wasposito (2003), the method of role playing is a way of teaching by dramatizing the form of behavior in social relationships. Suhanadji (2003) suggests that the role playing method is often referred to as the socio-drama method. The use of this method essentially dramatizes the behavior of characters in relation to social problems. “Pretend play is generally defended in the research literature as an activity that involves role play, object substitution and imaginary

situations” (Shim, 2007). Pretend play is an activity concerned with role playing, substitute objects and imaginary situations typically defined in a research literature review.

In the role playing method, the pressure point lies in emotional involvement and sensory observation into a real problem situation. The learning process takes place naturally in the form of student work activities and experiences, not the transfer of knowledge from the teacher to the students. Learning methods are more important than results. By playing the students will feel happy because the play is the world of students. Go into the world of students while we take our world (Booby de Porter, 2007).

Suhanadji and Waspodo (2003) suggested that in the implementation of the role playing method the teacher typically introduces a problem then appoints some of the students to portray certain characters in connection with the solution. The role is done for a while witnessed by other students. Each scene is considered finished which means the problem is considered to be solved. Preparing the observer, organizing the stage, playing the role, discussion and evaluation, playing the role second discussion and evaluation, sharing experiences and conclusions. Stage 7 and 8 are only done when in the process of playing a role, goals cannot be achieved.

To be able to apply the role playing method to well-directed teaching, the teacher should first explain the technique of this method clearly to the students who will implement it. The teacher then chooses and determines a comprehensive topic or subject that can be dramatized. In this way, the student’s interest in the lesson will be refreshed. Playing a convincing role can inspire student’s interest in learning as a whole. To improve student’s cognition and psychomotor through this role playing method after the dramatization is done, the teacher holds discussions with the students as a whole, can also be improved through the guidance of the drama. Thus, dramatization and role play become more meaningful as a more integrated method of educational interaction.

**Theoretical review of social skills:** According to Fligstein, social skills are symbolic interactions as well as the ability to cooperate with others. The notion of social skill according to Bellack and Hersen (1997) is as follows: “social skills as individual’s ability to express both positive and negative feelings in the interpersonal context. “Social skills have meaning as an individual’s ability to express positive feelings of positive feelings as well as negative feelings in relation to others without losing social reinforcement and in a variety of relationships with others that include verbal and non

verbal responses. Social skills are one of the individual’s ability to communicate, express positive feelings or negative feelings, establish relationships with others and be able to cooperate with others well. Education will shape social skills, as stated by Hotaman (2008), “Education will force the individuals to find out the solutions of societal constructions of present values, beliefs, habits, norms of the community”. Education will force individuals to find solutions to deal with social construction from the current state of affairs by providing learners with social skills by following the values, beliefs, habits and norms in society.

The four aspects of social skills are environmental behavior, interpersonal behavior, self related behavior, (Task-related behavior). According to Sunarto and Hartono (2006), human social development is influenced by several factors, including family, maturity, socioeconomic status, education, mental capacity: emotions and intelligence. Social attitude is formed from the existence of social interaction experienced by each individual. Thus in social interaction it occurs the relationship of mutual influence among individuals with one another so that there is a reciprocal relationship that will continue to affect the behavior patterns of each individual.

**Theoretical review of learning outcomes:** Learning is an enduring change in behavior, meaning that learning is a change in the meaning of behavior in a certain way which is the result from practice or other forms of experience. After a person performs a learning activity, one will reap the rewards of the learning process.

According Kunandar (2014) learning outcomes are competencies or certain abilities both cognitive, affective and psychomotor achievable or controlled learners after following the teaching and learning process. Student learning outcomes can be obtained from the teaching preparation process, the tasks assigned, the teacher mediation, the provided and induced learning experience and the student’s effort to learn (Kattington, 2010). It can be concluded that the learning outcome is the ability achieved by learners either cognitively, affectively and psychomotor in the learning process as a result of experience in interacting with the environment.

According to Abdual and Haris (2012) that the learning outcome is a change in student behavior significantly after the teaching and learning process in accordance with the purpose of teaching. With role playing (role playing), students will be easy to understand a material because each student is required to master the subject matter through the development and appreciation of students.

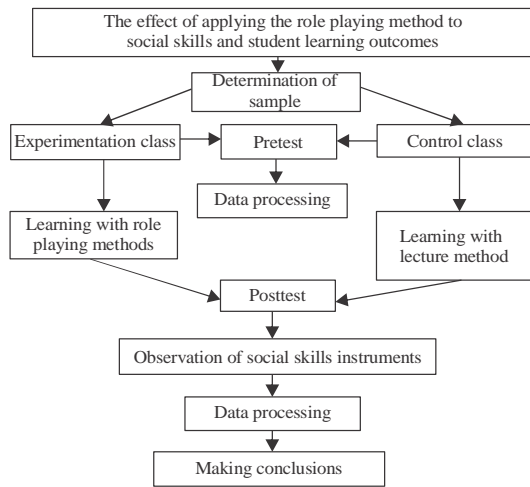


Fig. 1: Research procedure

Thus, students are trained to learn to explore their feelings, gain inspiration and understanding that affect his attitude, values and perceptions develop skills and attitudes in solving problems and explore the subjects in various ways.

### MATERIALS AND METHODS

**Research design:** The research is an experimental research. This research was conducted to explain, to test the relation of relationship between variables, to determine causality of variables to test the theory and to find generalizations that have predictive value (forecasting a symptom) (Fig. 1).

Subjects in this study are students of class IV parallel SDN 1 Bolorejo, Kauman District, Tulungagung academic year 2016/2017 which amounted to 20 students in each class. Where 20 students of class 4A becomes experimental class and 20 students of class 4B becomes control class.

**Data collection technique:** The technique of collecting data through observation and test. All data have been obtained (collected) will be analyzed with descriptive data analysis techniques and inferential. According Arikunto (1989), descriptive data analysis aims to assess the extent to which the variables studied have been in accordance with the benchmarks that have been determined. While inferential data analysis is a scientific way to help researchers who have a limited subject.

The research instrument used to obtain the data is validate devices of developed learning namely lesson plans, worksheets, instruments of social skills and achievement test, pieces of observation to determine the

enforce ability of learning and student activity at the time of applying the method of role playing, the test is the most impressive and posttest. Pretest given before the learning begins with the aim of identifying the initial ability of students while posttest implemented after learning activities take place in order to determine student learning outcomes in learning that have followed. The total number of questions is 10 questions description. Sample description successfully answered correctly by the students were given a score of 5 according to the clarity of student answers.

### RESULTS AND DISCUSSION

**Result of learning devices validation:** Learning devices and research instruments prior to use for research must first be validated by experts conducted by two validators namely Drs. Suprayitno, M.Si, as lecturer at PGSD Unesa and Drs. Nasution, M.Hum., M.Ed., Ph.D. as a lecturer at Postgraduate Unesa. Adapun assessment consists of 4 categories are not good (1), less good (value 2), good (value 3) and very Good (value 4).

The result of RPP validation shows the average validity validation score of RPP of validity I is 3.52 and validity II is 3.78 with the category can be used with little revision. It can be concluded that the category of RPP has a VR (average total validator results) of 3.65 which has a feasibility value of learning devices with categories can be used with a little revision. Result of LKS validation shows the average validation validation score of LKS of validity I is 3, 54 and validity II is 3.81 with the category can be used with little revision. The LKS category has a VR (total average of validator results) of 3.68 which has a value with the category can be used with little revision. Student social skills instruments are structured according to social skill categories and adapted to the learning material that is the greatness of my ideals. This social skill instrument is given to the student after the learning is completed to know the development of the student's social skills towards the learning. The results of the social skills instrument validation show the average score validation of instrument validity of validity I is 3.50 and validity II is 3.70 with category can be used with little revision. Based on the results of the review or validation of the two experts, obtained the average score (VR) is 3.60 including either category can be used with little revision.

While for validation of learning outcomes show the average validation score of THB validity of validity I is 3.42 and validity II is 3.71 also with category can be used with little revision.

**Result of students social skill research:** Student social skills data is taken from student observation data after

learning by using role playing method and conventional learning (direct). The average result of pretest shows that the two classes have the same ability this is because the result range of pretest of students in the two classes are not much different. However, for the determination of the experimental class and control class based on the lower pretest results provided that the data is normally distributed and homogeneous (no different capabilities). The result of lower pretest values will be given treatment (treatment) that is the role playing method and vice versa will be given the conventional learning model (direct).

The result of social skill of posttest student showed that average of social skill percentage of posttest student in experimental group was 93.57% with very good category and social skill of student in control group equal to 63.9% with enough category. Average of percentage of social skill Students from meeting I to meeting II in experimental group was 76.47% with good category and social skill of student in control group equal to 60.95% with enough category. With the results of the above analysis it can be concluded that the social skills of students with role playing method (role play) is higher than the learning using conventional learning model.

**Results of student test results test:** The test result of learning is made based on THB grille that is adapted to the learning that is used and implemented by the teacher of SDN 1 Bolorejo Tulungagung theme my goal sub theme how amazing is my goal. The test result of learning is given before and after learning process either experiment class (learning by the method of role playing) as well as in the control class (learning by conventional method).

The result of the pretest of the students in the experimental class obtained an average score of 51.25 with sufficient category and posttest result after applying the learning with the role playing method, got the mean value of 83 with the good category. As for the control class, the pretest result obtained the average 52.25 with sufficient category and posttest result get the average value 71 with good category.

From the statistical analysis which includes normality test, homogeneity test, social skill hypothesis test and test of student learning result using SPSS 16 program aid proved that the average of student learning outcomes that do learning with role playing method is better significantly. Obtained tcount value of student learning outcomes (posttest) of 2.075. From the result of the analysis with the independent sample t-test, the value of  $t_{\text{count}} (2.075) > t_{\text{table}} (0.45)$  at df 38 and significance level 0.05),  $H_0$  is rejected and  $H_a$  accepted. So, it can be concluded that there are differences in student learning outcomes (posttest) in the experimental class and in the control class. This is caused by the treatment (treatment) in the experimental class and in the control class, namely learning using the role playing method.

**The influence of role playing method towards the students social skill:** From the result of the research it is known that the two groups of data that were tested were the students group using conventional learning model and group of students taught using role playing learning method from kolmogorov-smirnov value table 0.588 (pretest) and 0.554 (post test), respectively because both test groups have significant value  $>0.05$  or  $>5\%$  it can be concluded that social skill in each group is normal distribution. The significance value of homogeneity test of student's social skill at pretest is 0.508 and at posttest 3.196. Since, the significance value  $>0.05$  it can be concluded that the sample variance is said to be homogeneous.

The result of independent sample t-test on the influence of role playing method on student's social skill (pretest) is obtained  $t_{\text{count}} (0.215) < t_{\text{table}} (0.832)$  at df 22 and the significance 0.05). Because the level of significance is  $<0.05$  then  $H_0$  accepted and  $H_a$  rejected. This shows that there is no difference of social skill of the students at the time of pretest in the control class and in the experimental class because there is no difference of the student's initial social skill both in the control class and the experimental class. The test result of independent sample t-test (post test) is obtained  $t_{\text{count}} (1.620) > t_{\text{table}} (0.119)$  at df 22 and the significance 0.05). Because the level of significance is  $>0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. This shows that there is difference of social skill at posttest in experiment class because of treatment in experiment class that is learning using role playing method while in control class there is no treatment. Thus, in this study it can be concluded that the social skills of students using role-playing methods are significantly higher than the social skills of students using conventional learning.

With role playing role, students will be established a communication by sharing ideas or opinions with friends and explore their own knowledge by constructing their knowledge. Thus, students are also trained to respect each other's opinions not discriminate friends and dare interact with friends so that they will develop their social skills. Therefore, the role playing method influences the student's social skills in elementary school.

**The influence of role playing method towards the students learning outcomes:** From the research results it is known that the two groups of data that are tested are the groups of students using conventional learning model and group of students taught by using role playing method, from the Kolmogorov-Smirnov value table each of 0.701 (pretest) and 0.897 (post test) because both test groups have significant value  $>0.05$  or  $>5\%$ , hence can be concluded that student learning result at each group is normal distribution. The value of homogeneity test of student learning result at pretest time 2.115 and at post

test of 1.941. Since the significance value  $>0.05$  it can be concluded that the sample variance is said to be homogeneous.

The result of independent sample t-test on the influence of role playing method on student learning result (pretest) is obtained  $t_{\text{count}} (0.236) < t_{\text{tabel}} (1.204$  at df 38 and the signification 0.05). Because the level of significance  $<0.05$  then  $H_0$  accepted and  $H_a$  rejected. This shows that there is no difference in the student's learning outcomes during the pretest in the control class and in the experimental class because there is no difference in the initial social skills of the students either in the control class or the experimental class. Independent sample t-test on the influence of the role playing method on the results student learning (posttest) is obtained  $t_{\text{count}} (2.075) > t_{\text{tabel}} (0.045$  at df 38 and significance tribe 0.05). Because the level of significance  $>0.05$  then  $H_0$  is rejected and  $H_a$  accepted. This shows that there are differences in student learning outcomes during posttest in the experimental class due to the treatment (treatment) in the experimental class that is learning using the role playing method while in the control class there is no treatment (treatment). So, in this study it can be concluded that the student learning outcomes using role playing method is significantly higher than the social skills of students using conventional learning.

By playing role, students will be easy to understand a material because each student is required to master the subject matter through the development and appreciation of students. Thus, students are trained to learn to explore their feelings gain inspiration and understanding that affect his attitude, values and perceptions develop skills and attitudes in solving problems and explore the subjects in a variety of ways. Therefore, it can be concluded that the use of role playing method affect the results of student learning outcomes in elementary school.

## CONCLUSION

Based on the result of research it can be concluded as follows. The role playing method has an influence on the student's social skills. Students have high social skills in following the learning with role playing method, students have the desire to find out something. It appears that students are more active in learning. While on learning with conventional model, students only listen to the explanation of the teacher and then do the task given by the teacher. The role playing method also has an influence on student learning outcomes. This can be seen from the learning results obtained average-average 90.5. Unlike the conventional learning model, students get an average score of 71. Learning by role playing method has more

influence on student learning outcomes than learning with conventional models. There is a significant influence of role playing method towards the social skill and student learning outcomes which is indicated by the difference of student's social skill and significant learning outcomes between the experimental group and the control group it is expected that the teacher always involves the students in the learning process related to the material to be delivered, so that, children can be more confident in the high following the lesson.

## REFERENCES

- Arikunto, S., 1989. [Research Procedure a Practical Approach]. Rineka Cipta, Jakarta, Indonesia, (In Indonesian).
- Bellack, A.S. and M. Hersen, 1997. Research and Practice and Social Skills. Plenum Publishers, New York, USA.,.
- Hamzah, N., 2014. [Improving the ability of storytelling through the application of role playing method in social sciences subjects of class II students of SDN Mongosidi I Makassar]. Master Thesis, Universitas Negeri Surabaya, Indonesia. (In Indonesian)
- Hotaman, D., 2008. The examination of the basic skill levels of the students in accordance with the perceptions of teachers, parents and students. Online Submission, 1: 39-55.
- Jihad, A. and H. Abdul, 2012. [Learning Evaluation]. Multi Pressindo, Yogyakarta, Indonesia, (In Indonesian).
- Kattington, L.E., 2010. Handbook of Curriculum Development. Nova Science Publisher, New York, USA.,.
- Kunandar, 2014. [Authentic Assessment (Assessment of Student Learning Outcomes Based on the 2013 Curriculum)]. Rajawali Press, Jakarta, Indonesia, (In Indonesian).
- Sagala, S., 2011. [Concepts and Meaning of Learning]. Alfabeta, Bandung, Indonesia, (In Indonesian).
- Shim, J., 2007. Law-income childrens pretend play the contributar influences of individual an contextual factors. Ph.D. Thesis, University of North Carolina, Carolina.
- Sudjana, N., 2009. [Fundamentals of Teaching and Learning Process]. Sinar Baru Algesindo, Bandung, Indonesia, (In Indonesian).
- Suhanadji and Waspo, 2003. [Social Studies Education]. Insan Cendekia, Surabaya, Indonesia, (In Indonesian).
- Sunarto and A. Hartono, 2006. [Student Development]. Rineka Cipta, Jakarta, Indonesia, (In Indonesian).