

**THE EFFORTS TO IMPROVE STUDENTS' LEARNING OUTCOMES  
TOWARDS HISTORICAL EVENTS IN SOCIAL SCIENCE LEARNING  
THROUGH THE ROLE-PLAYING MODEL IN 5<sup>TH</sup> GRADE SD NEGERI**

**KADUDAMPIT 1**

**Nurhasanah<sup>1</sup>, Hadariah<sup>2</sup>**

SDN Kadudampit 1

nurhasanah04071968@gmail.com

<p><b>Article Info</b></p> <hr/> <p><b>History:</b> Submitted December 9<sup>th</sup>, 2021</p> <p>Revised January 8<sup>th</sup>, 2021</p> <p>Accepted February 12<sup>th</sup>, 2022</p>	<p><b>Abstract</b></p> <p>This research is motivated by the existence of learning that is still dominated by teacher activities (teacher-centered), where the teacher acts as a transmitter of information and students are not much involved in the learning activities. This illustration shows that the learning obtained by students is less meaningful. As an implementation, Classroom Action Research (CAR) was conducted by applying the discussion method to increase the student's interest, activity, and learning outcomes in social science learning in elementary schools. This research uses a series of steps from planning, action, observation, and reflection which consists of 2 cycles. The data collection techniques were conducted using research instruments, namely observation guidelines, field notes, interview sheets, evaluation sheets, and student worksheets. The use of the discussion method allows the learning to be student-centered and the teacher only guides and directs. The conclusion of this research is the discussion method in social science learning, especially the material of people's resistance during the Dutch and Japanese colonial times, has been able to increase activity, where the students have actively cooperate, express opinions, and provide responses to their friends' opinions. This can be seen from the average score acquisition of the individual evaluation of each cycle. The average pre-cycle score is 54.62, the average student score in cycle I is 67.69, and the average student score in cycle II is 86.92. The average score shows that the mastery level of the material that has been delivered is above 96.15%.</p> <p><b>Keyword:</b> Students' Learning Outcomes; Role Playing</p>
--	--

### **A. Introduction**

Social Sciences subjects in elementary schools are teaching programs that aim to develop potential. Students must be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that occur, and be skilled in overcoming every problem that occurs daily, both those that befall themselves and the community. Education has an important role in creating Human Resources so they have good quality, enhance character, and increase human dignity which is a shared responsibility between parents, society, and the government. The purpose of development in the field of education with a measure of success is to increase the nation's life intelligence, increase the ability of Indonesian human qualities, and increase the ability of citizens to develop themselves. Meanwhile, the quality education, the indicators of success can be seen from two aspects, the product aspect, and the process aspect. Students are required to

master the subject material at least 75% (the complete-learning concept) of the curriculum target that must be achieved with a minimum report card score of 75 on average. In the process aspect, education should provide students with experience to be able to carry out their lives in society or commonly called meaningful education.

In the Elementary School Curriculum, the field of social science is one of the taught study fields. Social science subjects are arranged in a systematic, comprehensive, and integrated way in the learning process towards the maturity and success in social life. Social science examines a set of events, facts, concepts, and generalizations related to social issues at the elementary school level, Social science subjects contain the materials of geography, history, sociology, and economics. Social science learning is one of the subjects that examines events, both local and international events, facts, concepts and generalizations related to the society

(Rosihah & Pamungkas, 2018; Sari et al., 2018).

According to Nisa, Fizatin, and Anshori Isa (2021), the purpose of social science learning is as a behavior to be achieved or that can be done by students under certain conditions and levels of competence. To support the achievement of the social science subjects objectives should be supported by a conducive learning atmosphere. According to Carolyn. M.E & Edmund (2011:81), explained that the student learning climate is a positive interaction between teachers and students and among fellow students. The developed learning climate has a huge influence on the success and enthusiasm of student learning. The success and quality of learning are strongly influenced by the ability and accuracy of the teacher in choosing and using the learning methods/media.

Social science is one of the subjects that must be given. Social science is taught in elementary schools, intended for students to

become human beings and good citizens, as expected by themselves, their parents, society, and religion Rudy Gunawan (2011:37) also emphasized that social science learning aims to form citizens who are socially capable and confident in their own lives amidst their physical and social strengths, which in turn become good and responsible citizens. Social science education in elementary schools includes social and historical knowledge. Social science study materials include the social environment, economy, earth sciences, and government. Historical study materials include the development of society from the past to the present.

According to Mawar (2017), in implementing learning, the main task of a teacher is to teach, educate, and train students to achieve optimal levels of intelligence, character, and skills. Teachers when teaching history subjects are often faced with the problem of a lack of student interest in studying the subject, students seem bored and less enthusiastic so if the

teacher can not overcome and anticipate it, it will bring forth a generation that forgets the nation's history and country, a generation that does not know the heroic story of the heroes, do not know who and how their ancestors were, and furthermore, they will become a generation that does not respect and love their homeland, as a result of their lack of understanding about their nation's history. This is contrary to the function and purpose of history learning. The social science curriculum explains that the function of teaching history is to foster a sense of nationality and pride in the development of Indonesian society from the past to the present. The purpose of history learning is not just a move of information but also a move of significant worth, not just teaching students to be smart, but also have noble character. According to (Kristin, 2019), in Social sciences learning is also related to past events, not just about the surrounding environment. History material learning besides aiming to develop

knowledge also has a didactic function that can provide lessons from previous generations' experiences. The thing that wants to be conveyed in history subjects is "a lesson that carries a positive mission". This fact is supported by the empirical study in the field, there are many highlights and criticisms stating that the quality of learning is still mostly done only in an informative manner, only the teacher dominates the learning climate in the classroom (teacher-centered), while the students are passive.

The model or method used is generally traditional, for example, only the lecture method is used, so the teaching and learning activities are only one-way centered on the teacher while students are less active and creative, and even tend to be passive, students just sit, listen, take notes, and memorized only. Meanwhile, if referring to urgent trouble, students need an imaginative learning touch that feels real.

Shaftel F. (in Huda, 2014) explained that the role-playing model

Nurhasanah & Hadariah

is one of the learning models that need to be a learner's learning experience, especially in contexts that come from the individual and social dimensions of education. Hamdayana J. (2017:15) explained that in the principle, role-playing is learning that brings roles that exist in the real world into a performance that is played. Bahtiar, et al (2019), role-playing is acting according to a predetermined role for certain purposes, such as reviving the historical atmosphere, for example, re-telling the struggle of the heroes of independence, or revealing the possible future circumstances.

According to Martha (2014), the cooperative learning model type of role-playing can also be interpreted as a role play in the learning process to achieve a goal that starts from problems related to the goal of re-creating historical events, actions that have been experienced by students, or witnessed directly. This model is a form of educational game that is used to express feelings, attitudes,

behavior, and values with the aim of appreciating the feelings, points of view, and ways of thinking of others. This model can arouse students' feelings to feel a situation or an event, so it can clarify a problem or situation and can solve it appropriately.

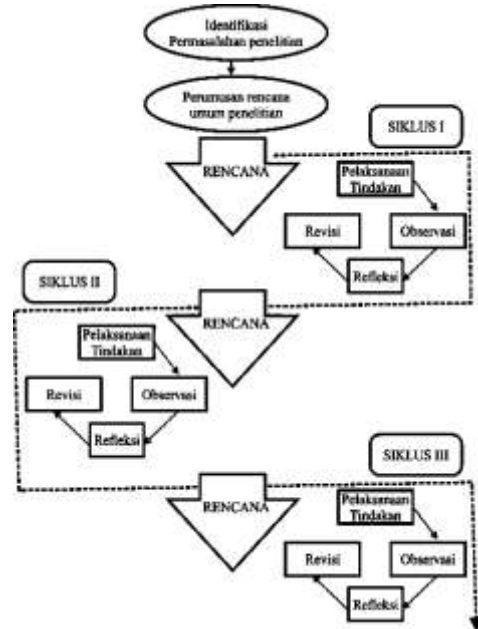
Integration is manifested in two ways, namely: (1) integration of attitudes, skills, and knowledge in the learning process; and (2) integration of related basic concepts. The theme contains the meaning of various basic concepts so the students do not learn the basic concepts partially. Thus the learning provides complete meaning to students as reflected in the various available themes (Hidayah, 2015).

Seeing the fact that this model has not been widely used in the social science learning process, the development of this model needs to be optimized to be used in social science learning. Thus, this social science subject becomes a subject that attracts the attention and interest of students and gives meaning to changes in attitudes and behavior.

## B. Research Methodology

The research conducted by the researcher is a type of classroom action research (CAR). This research design uses a cycle model that is conducted repeatedly and continuously or known as the Spiral Cycle. According to Kemmis & McTaggart (in Awiria and Jamaludin; 2020) Class action research is also described as a dynamic process in four aspects, namely planning, action, observation, and reflection must be understood are not as steps that solve themselves, but rather a spiral moment that involves planning, action, observation, and reflection. In the spiral cycle model, which refers to the model of Kemmis and McTaggart's ideas, each activity taken are includes 4 steps, namely: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. For more details, the flow of Classroom Action

Research (CAR) can be seen in the figure 1 below:



**Figure 1 Spiral Model of Action Research**

This Classroom Action Research (CAR) was conducted at SD Negeri Kadudampit 1 Pandeglang Regency, during the 2019/2020 Academic Year. The research subjects were 26 students in 5<sup>th</sup> grade, consisting of 13 male students and 13 female students. The learning activities are conducted by dividing students into 5 groups with 5 members. The target of this research is the learning process on the topic of “The Fought of Regional Figures

Nurhasanah & Hadariah

during the Dutch and Japanese Colonial Period” through the application of the role-playing model.

According to Permana (2021), the analysis phase is conducted by analyzing the needs in the learning process, problems, characteristics, and material analysis. The data analysis in this research applies qualitative analysis and quantitative analysis. Qualitative analysis is used as a tool to analyze the data about student activities in the interaction process that occurs during learning in accordance with the research problems, which with student responses to the application of role-playing models in social science learning, and the steps developed by

the teacher. While quantitative analysis is the data analysis used to see the progress level of students in the learning obtained through tests/evaluations. The data from the test results then are calculated by calculating the average score and percentage. To find the mean, whether it is the score of the process, student worksheets, and the evaluation of each action can use the following assessments:

$$\bar{X} = \frac{\sum Xi}{n}$$

Description:

$\bar{X}$  = Mean (Average Score)

$\sum Xi$  = Total of Each Data

n = Number of Data/Students

### C. Result and Discussion

This Classroom Action Research (CAR) is conducted in 2 cycles, each cycle consisting of 2 actions. In action 1, the learning by applying the Role-playing model, while in action 2 is an evaluation of the action 1 results which were conducted in each cycle.

The actions taken began with Pre-Cycle activities which were held on Thursday 23 February 2020. In the learning process, the teacher pays attention, guides, and directs students both individually and in groups, while assessing the activities using a process assessment sheet. The results

of the students' pre-test assessment can be seen in the following table.

**Table 1**  
**Students' Pretest Result**

Activity	Total Students	Total Score	Average
Pre-Test	26	1420	54,62

The results from the table above can be concluded that during the pre-cycle learning by applying this role-playing model, the assessment results of the observation activities, field notes, and interviews are taken into consideration in planning and determining further actions. Students or groups who have difficulty playing a predetermined role in expressing feelings, seriousness, behavior, and are still hesitant and shy in expressing their assessments, opinions, and comments during the discussion, as well as their lack of activities, need guidance, attention, and direction from the teacher to be even better. In order to be able to carry out role playing in accordance with the roles that have been determined, also those who are assigned as observers can provide their assessments, opinions, and comments with courage, do not

hesitate and be shy anymore for the sake of improvement in the implementation of the next role-playing learning model.

Furthermore, the researchers conducted cycle I activities which consisted of 2 actions carried out on March 12 and 19, 2020.

In cycle I with the topic learning of "The Regional Figures who Fought to Evict the Dutch and Japanese Colonizers", the learning activity is to apply the role-playing model. Learning begins with greetings, reading prayers, and continuing with the attendance sessions. Then the teacher conditions the students to make conducive learning. After that, the teacher conveys apperception by giving questions referring to the material to be given. Not forget to connect with the material that has been given.

The question and answer session was conducted between the teacher and the 5th grade students of SD Negeri Kadudampit 1 as an apperception activity. Apperception is delivered to motivate students



toward the material to be delivered. According to Elisnawati (2015), learning motivation contained the goals or aspirations of students, it is expected that students will get the motivation to learn so they understand what the goal of the learning is. All the students cheered with joy hearing the teacher's words that role-playing would be carried out again. Students become noisy because they already know that each of them will be divided up tasks again like last week, even though they do not really know what roles will be given by the teacher. After the teacher gives a signal to calm down, then the students are silent and listen to the teacher's explanation even though there are one or two students who are still chatting. After everyone is ready to listen, the teacher begins to reiterate the topic to be discussed by applying the role-playing model, conveying the objectives of learning that must be achieved, and explaining the steps for role-playing by reminding students if they have forgotten. Do not forget to show

props in the form of pictures or photos of regional figures who fought to evict the Dutch and Japanese colonizers, then the tools or examples of simple weapons, such as bamboo, machetes, etc.

After that, students immediately joined their groups because the group members were still the same as in the pre-cycle. After arranging the room by shifting the table and chairs slightly back so the classroom conditions for the role-playing implementation are more flexible. After receiving each role's task that should be performed, for example, those who became the Dutch and Japanese colonizers, those who became regional figures, and those who were assigned as observers, they all prepares in their respective groups. After sufficient preparation and everything is ready, each group appears in front of the class in turn, as well as the observers are ready with their duties. Then conduct the discussions and assessments, the teacher, students, and observers review each role,

position, and game that has been played, and then submit the assessments, opinions, and comments for further improvement of the game. After that, a repeat of the game was conducted after the input from the observer and teacher. Each group showed again in front of the class in turn. After finishing the game, then a discussion and reassessment are held.

Inputs, criticisms, opinions, and assessments for improvement in the implementation for further role-playing were delivered by both the teacher and observers. After that, exchange opinions and experiences, and make conclusions. Each player shares his experiences, feelings, and opinions. Likewise, observers express their assessments, opinions, and comments. Then students and teachers make conclusions and link them with the topic being studied. During the activity, the teacher pays attention, guides, and directs students both individually and in groups while assessing the students' learning activities using the process assessment sheet.

Moving on from the action 1 result, then in action 2, the cycle I was focused on implementing an evaluation with the topic of "Regional Figures who Fought to Expel the Dutch and Japanese Colonizers". The teacher conditions students in a ready-to-learn situation, especially for students who are still not yet focused on learning. The teacher asks questions related to last week's material that has been studied.

After that, the teacher reviews the outline of the material that has been taught, in case there is any material that has been missed. Then the teacher explains the tasks that should be done by students individually, followed by distributing the evaluation sheets. This evaluation question is done by students individually at a predetermined time. Students finish the evaluation questions calmly and orderly. The teacher supervises and pays attention to the students who are working on the assignment. After finishing the assignment in accordance with the allotted time, the results of student

work are collected to be checked by the teacher. The learning meeting in action 2 ended by discussing the evaluation questions worked by the students. The acquisition of evaluation scores from 26 students who scored < 67 were 14 people, then the scores > 65 were 12 students with an average score of 67.69.

**Table 2**  
**Score Result in Cycle I**

Activity	Total Students	Total Score	Average
Cycle I	26	1760	67,69

Starting from the shortcomings of cycle I which still need to be improved, the researchers held a meeting in cycle II which consisted of 2 actions, on 9 and 17 April 2020.

In action 1 of cycle II, the material discussed was “The Role of Ir. Soekarno and Drs. Moch. Hatta in Preparing the Independence of Indonesia”. Based on the analysis results of action 1 cycle II, it can be seen that there are still shortcomings, so the researcher re-does action 2 in cycle II as completeness and final evaluation material.

The implementation of the evaluation with the material or topic

of “The Role of Ir. Soekarno and Drs. Moch. Hatta in Preparing the Independence of Indonesia”, was conducted individually. The activity begins with greetings, reading prayers, and taking attendance. Next, the teacher conditions the students in a ready-to-learn situation. The teacher asks questions that refer to last week’s material that has been taught. After that, the teacher explains the assignments that must be done by students individually by distributing the evaluation sheets. Students finished the evaluation questions calmly and orderly. The teacher supervises and pays attention to the students who are working on the assignment. After finishing the assignments in accordance with the allotted time, the results of student work are collected to be checked by the teacher. The learning meeting in action 2 ended by discussing the evaluation questions done by students. The acquisition score in working on the evaluation test of 26 students who scored < 67 was 1 person, and 25 students scored > 67.

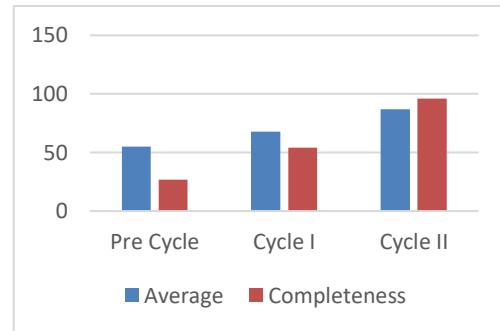
Nurhasanah & Hadariah

Based on the observations results about the findings obtained in the field in the evaluation process implementation, that in the implementation of learning action 2 has been carried out well and calmly. Some of the material has been understood by students, on the topic “The Role of Ir. Soekarno and Drs. Moch. Hatta in Preparing the Independence of Indonesia”. The average individual score is 86.92 with the lowest score of 60 and the highest of 100, 1 student has not completed the working on the questions and 25 students have completed working on the questions.

**Tabel 3**  
**Score Result in Cycle II**

Activity	Total Students	Total Score	Average
Cycle II	26	2260	86.92

The results of each cycle can be seen in the diagram below:



**Figure 2 Data Result of Each Cycle**

According to Mardiana M, et al (2021), the role-playing method is a learning method that actively involves students in the form of drama which is expected to facilitate students’ understanding of learning materials and achieve the learning objectives.

In line with the opinion of Santoso B.A (2016) that the results of the research also show that the experimental group or the group that received treatment with the role-playing method had better skills than the control group. This shows the effect of the role-playing method on social skills, especially communication skills in social science in 5<sup>th</sup> grade elementary school. Based on the analysis results, it can be concluded that there is an effect of the role-playing learning  
 Nurhasanah & Hadariah

model implementation on social science learning outcomes of 5<sup>th</sup> grade students of SD Inpres

Bontomanai, Makassar City (Anwar H, dkk; 2018).

#### **D. Conclusion**

The conclusions obtained from the research that has been conducted is Social Science learning using the role-playing model for 5<sup>th</sup> grade students at SD Negeri Kadudampit 1 can improve students' learning activities. This is shown by the attitude, behavior, and sincerity in playing an active role in expressing their judgments, opinions, and comments during discussions. Then it is proven from the two materials taken in social science learning of "The Regional Figures who Fought to Expel the Dutch and Japanese Colonizers" and "The Role of Ir. Soekarno and Drs. Moch. Hatta in Preparing the Independence of Indonesia", which was then designed through the Spiral model starting from the Pre-Cycle, Cycle I, and

Cycle II showed the significant learning outcomes. The acquisition score in each cycle with the role-playing learning model as a treatment on the Pre-Cycle with an average score of 54.62, Cycle I with an average score of 67.69, and the average score of cycle II were 86.92.

It is expected that this research activity can be a reference for future teachers when conducting the learning activities, especially in social science. With fun learning activities for students, it can encourage their motivation or enthusiasm for the learning. In addition, this research can be a successful illustration of applying the role-playing method to the learning, so it can be continued with subsequent research.

## References

- Anwar H, dkk (2018). *Pengaruh Penerapan Model Pembelajaran Role Playing Terhadap Hasil Belajar Ilmu Pengetahuan Sosial (IPS) Pada Murid Kelas V*. Jurnal Kajian Pendidikan Dasar: Vol. 3 No. 2 Hal. 486-495
- Awiria dan Jamaludin, Ujang (2020). *Model pembelajaran kooperatif tipe role playing juga dapat diartikan sebagai permainan peran dalam proses pembelajaran untuk mencapai suatu tujuan yang bertitik tolak dari permasalahan yang berhubungan dengan tujuan untuk mengkreasi kembali peristiwa-peristiwa sejarah, perbuatan yang pernah dialami siswa atau disaksikan secara langsung*. JPSD Untirta: Vol. 6 No. 2 Hal. 124-133
- Bahtiar, dkk (2019). *Metode Role Playing dalam Peningkatkan Keterampilan Bercerita Pengalaman Jual Beli pada Siswa Sekolah Dasar*. Jurnal Ilmiah Sekolah Dasar: Vol. 3 No. 1 Hal. 71-78
- Carolyn. M. E dan Edmund. T. Emmer. (2011). *Manajemen Kelas Untuk Guru Sekolah Dasar*. Jakarta: Kencana Media Group.
- Damanhuri, dkk (2016). *Penerapan Model Pembelajaran Inquiri Terhadap Hasil Belajar Siswa Sekolah Dasar Pada Mata Pelajaran IPS*. JPSD Untirta: Vol.2 No. 2 Hal. 156-165
- Elisnawati (2015). *Development Of Snake Ladder Learning Media Based On Local Wisdom In Indonesian Third Grade Elementary School Subjects*. JPSD Untirta: Vol. 1 No. 2
- Gunawan, Rudi. 2011. *Pendidikan IPS Filosofi, Konsep dan Aplikasi*. Bandung: Alfabeta.
- Hamdayana.J. 2017. *Model dan Metode Pembelajaran Kreatif dan Berkarakter*. Bogor : Penerbit Ghalia Indonesia.
- Hidayah, N (2015). *Pembelajaran Tematik Integratif di Sekolah Dasar*. Jurnal Terampil Pendidikan Dan Pembelajaran Dasar: Vol. 2 No. 1 Hal. 34-49
- Huda Miftahul. 2014. *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar
- Kristin, F. (2019). *Pengaruh Kedisiplinan Belajar Terhadap Hasil Belajar Mahasiswa dalam Mata Kuliah Konsep Dasar IPS*. Jurnal Pendidikan Ilmu Sosial: Vol. 28 No. 1
- Lenmita (2020). *Meningkatkan Hasil Belajar IPS Siswa Sekolah Dasar Melalui Penerapan Model Pembelajaran Inquiri*. Jurnal Education and Development: Vol. 8 No. 4 Hal. 465-469
- Mardiana M, dkk (2021). *Pengaruh Metode Role Playing dalam Pembelajaran IPS tentang Kegiatan Jual Beli untuk Meningkatkan Hasil Belajar*

- Siswa Sekolah Dasar. Jurnal Ilmiah Pendidikan Guru Sekolah Dasar: Vol. 8 No. 1 Hal. 72-76*
- Martha, I. M. A, Meter, G. & Sujana, W. (2014). *Pengaruh model pembelajaran kooperatif tipe role playing berbasis karakter berbantuan media audiovisual terhadap hasil belajar ips kelas V gugus 4 Kerobokan Kelod. Jurnal Mimbar PGSD Universitas Pendidikan Ganesha: Vol. 2 No. 1 Hal. 1-10*
- Mawar, Melati (2017). *Peningkatan Hasil Belajar IPS Siswa melalui Model Pembelajaran Arias Berbantuan Media Audio Visual. Jurnal Pendidikan Ilmu-Ilmu Sosial: Vol. 9 No. 2 Hal. 213-233*
- Nisa, Fizatin dan Anshori Isa (2021). *Integrasi Pembelajaran Ilmu Pengetahuan Sosial Pada Kurikulum 2013 Kelas Rendah Di Madrasah Ibtidiyah. Jurnal Pendidikan dan Pembelajaran Dasar: Vol. 8 No. 1 Hal. 37-50*
- Permana, I Made dan I Wayan Sujana (2021) *Dalam pelaksanaan pembelajaran, tugas utama seorang guru adalah mengajar, mendidik dan melatih siswa mencapai taraf kecerdasan, ketinggian budi pekerti, dan ketrampilan yang optimal. Jurnal Penelitian dan Pengembangan Pendidikan: Vol. 5 No. 1 Hal. 1-9*
- Rosihah, I , & Pamungkas, A. S. (2018). *Pengembangan Media Pembelajaran Scrapbook Berbasis Konteks Budaya Banten Pada Mata Pelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar. Muallimuna: Jurnal Madrasah Ibtidaiyah, Vol. 4 No.1 Hal. 35-49*
- Santoso, B. A. (2016). *Pengaruh Metode Role Playing Pada Mata Pelajaran IPS Terhadap Keterampilan Sosial Siswa Kelas V. Jurnal Ilmiah Mitra Swara Ghanesha. Vol. 3 No. 2*
- Sari, D. O, Shodiqin, A, & Listyarini, I. (2018). *Pengembangan Media MOONSTAR (Monopoli Super Pintar) pada Mata Pelajaran IPS Materi Perkembangan Teknologi Produksi, Komunikasi, dan Transportasi Untuk Sisa Kelas IV Sekolah Dasar. Widya Wacana, Vol. 13 No. 2 Hal. 46-51.*