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The Impact of Applying the Role Playing Method on Social Studies Lessons in Fourth Grade Student

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ABSTRACT

This study aimed to determine the effect of the role-playing method on student learning outcomes in social studies. The subjects of this study were fourth-grade students who were grouped into experimental and control groups. Methods of data collection using observation, tests and documentation. The research instrument is the learning outcomes test's validity and the observation sheet's validity. The data analysis technique used is descriptive qualitative, and quantitative. The results showed a significant effect of learning methods on learning outcomes. Students who get the role-playing method get higher learning outcomes than student who takes lessons with various lectures. The results of observations on the affective domain in the experimental group were in the score range of 18.71 (high), and the control group was in the score range of 11.9 (low). The average increase in learning outcomes was 19.1 in the experimental group and 9.35 in the control group.

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Introduction

Quality education entails an effective teaching approach that employs strategies to boost learners' interest in participating actively in the teaching and learning process. It can be achieved if it involves a teaching technique that shows interaction between teachers and

students [1]. It must be supported by other features such as learning objectives and learning competencies, the use of learning resources suited to the subject matter, the proper use of media and educational technologies, and the appropriate assessment of learning objectives [2]. These components influence one another to achieve the learning objectives of improving student learning outcomes in various subjects, such as the Social Sciences.

There are still many elementary school teachers who use a teacher-centered approach to teaching [3, 4]. This is a kind of traditional teaching method where instructions are only focused on teachers, which necessitates lesser participation among learners. The learning process is a two-way interaction between the teacher and the students in which the teacher conveys learning material in various ways so that the students understand what the teacher is saying. As a result, only the teacher participates in the learning process, which may not produce good learning outcomes for students [4].

The teacher must be able to create Social Sciences teaching and learning activities to realize the objectives of the subject, which can motivate students by choosing the suitable method. Using appropriate teaching techniques will greatly affect learning activities and can help improve student learning outcomes. However, there are still many teachers who need to involve students actively in learning activities, which is currently happening. The method applied is more teacher-centered, where the teacher teaches only by explaining in front of the class. It is necessary to find appropriate and effective methods to create fun, meaningful, and influential Social Science learning activities for student learning outcomes, one of which is the role-playing method, which could be more meaningful and fun for students [5].

Role-playing is a way of mastering learning material by developing students' imagination and appreciation [6]. The development of students' creativity and observation are created by playing with them as living figures or inanimate objects [7]. The role-playing method is a method that asks objects to play a particular role through interaction with their social environment [6]. Through the role-playing approach, students explore the subject matter by demonstrating it and discussing it together. Students can convey their various opinions, thoughts, or feelings. It enables them to understand better and absorb the subject matter presented, making it easier to solve the questions given [8]. The role-playing method can encourage students to master the subject matter through imagination and appreciation carried out by students by pretending to be someone else. The role-playing way will be constructive in the learning process. This method will also make students more active because this will involve students in the learning process by playing a role to stimulate the material to be taught [9]. Thus, students will be energized and socialize with their peers because in the learning process, they will focus on the role given to them.

Based on the results of initial observations made in schools, researchers found problems related to the learning process of Social Sciences. During the Social Sciences learning process about economic activities and their relationships in various fields of work, the methods used are lectures and assignments. Sometimes the teacher conducts questions and answers at the beginning and end of the lesson, but the main thing is the lecture method. It shows that the learning atmosphere could be more meaningful and enjoyable. Some students also seem unfocused because they are talking with their peers. Thus, it is hoped that the role-playing method can affect student learning outcomes in Social Sciences lessons.

Some of the problems found in the observations shows that students were less active, and the lecture method still dominated learning and student learning outcomes in social studies subjects needed to be more optimal. This study examines the effect of the role-playing method on social studies learning outcomes in 4th-grade students.

Method

The research was conducted in the 4th-grade SD Negeri 2 Talaga Raya, Central Buton, Southeast Sulawesi, in the academic year 2021/2022. The research design used was quasi-experimental with a nonequivalent control group design. The independent variable in this study is the learning method (role-playing method and various lectures). The dependent variable is social studies learning outcomes. The school has two classes of 4th-grade to be used as a treatment group (22 students) and a control group (21 students). The instruments used in this study were learning achievement tests and observation sheets. The test questions were essays used for the pre-test and post-test. The test material contains economic activities and their relationship to various fields of work and the region's social and cultural life. The observation sheet is used to assess students' attitudes during learning. These grids will be used as an observation sheet for the affective aspects of the attitude category of students in both the experimental and control groups. The observation consists of 8 items with a score of 1 (low), 2 (enough), and 3 (high).

Results

This study used pre-test and post-test given to both group. The pre-test was carried out in both groups before learning. See Table 1 and Table 2 for the result.

Observations were made in the classroom where the process of teaching and learning was taking place. Observation of student attitudes was arranged in the experimental and the control group. Fig. 1 shows the classroom situation during learning.

Table 1. Pre-test Frequency Distribution

	Experiment Group		Control Group	
Score Intervals	**Frequency**	**Percentage**	**Frequency**	**Percentage**
90-100	2	10%	0	0%
80-89	1	5%	1	5%
70-79	3	15%	5	10%
60-69	12	55%	9	60%
Lower than 60	4	15%	6	25%

Table 2. Pre-Test Descriptive Statistics

Statistics	**Experiment Group**	**Control Group**
Average/Mean	63,70	63,90
Median	63.00	66.00
Mode	60.00	57.00
Standard Deviation	7.48402	8.87871
Maximum Value	83.00	80.00
Min Value	46.00	46.00



Fig. 1. The teacher appoints students who will play a role

Observations are related to 8 points of students' attitudes during the learning process. The score for each point is in the range of 1-3, so the highest score obtained is 24, and the lowest is 8. The students were categorized as low (8-13.3), moderate (13.4-18.7), and high (18.8-24). Table 3 shows the results of observations during the learning.

Table 3. Observation Results of Affective Domain

Category	**Score Range**	**Experiment Group**		**Control Group**	
		1st Meeting	2nd Meeting	1st Meeting	2nd Meeting
		Freq.	Freq.	Freq.	Freq.
High	18.8-24	10	17	0	0
Moderate	13.4- 18.7	10	3	6	7
Low	8-13.3	2	2	15	14
	Total	22	22	21	21

Post-test was carried out after the two groups received learning. Table 4 shows it.

Table 4. Post-Test Results of Student Frequency Distribution

Score Intervals	Experiment Group		Control Group	
	Freq.	%	Freq.	%
90-100	7	30%	2	10%
80-89	9	40%	6	30%
70-79	2	10%	7	35%
60-69	2	10%	5	25%
≤59	2	10%	1	5%

The results of calculating descriptive statistics for the post-test are shown in Table 5.

Table 5. Post-Test Result on Learning Outcome

Statistics	Experiment Group	Control Group
Average/Mean	82.25	73,250
Median	84.50	75,500
mode	83.00	80.0
Standard Deviation	12.16066	14.8355
Maximum Value	100.00	100.0
Min Value	54.00	40.0

Discussion

Pre-test using the role-playing method got an average initial test result of 63.7, and the control group that received reasonable treatment or the lecture method got an average initial test result of 63.9. The much different average values reinforce it. The experimental group got an average score of 82.25, while the control score got an average score of 73.25. There was an increase in the experimental group of 19.1. While in the control group, the increase was 9.35. The more remarkable improvement in experimental group students taught by the role-playing method shows that this method has better potential for student learning outcomes. Other researcher confirmed the same findings on improvement of learning outcome [10-12]. These findings discussed the role-playing in many levels and field of studies.

Based on the observation of the attitudes of the experimental group students, the average score for 1st and 2nd meetings was 18.71, which means they were in the high category. Whereas in the control group, student attitudes were in a low category at each meeting with the results of observing student attitudes, the average value was 11.9 in 1st and 2nd meetings. The learning received by the control group is the learning that is usually done by the teacher, namely by the lecture method. Observations in the control group showed that students were less enthusiastic about participating in the learning process. The teacher is indeed easier in conditioning students to pay attention to the presented material. Still, students' attention to the material occurs only in the early minutes of the learning process. Furthermore, students' attention to learning is reduced.

While learning in the experimental group, uses the role-playing method. The role-playing procedure is carried out by playing a role in dramatizing social problems. The role-

playing method helps students find identity in the social world and solve dilemmas or issues [13]. This method attracts students because the learning process is applied like a game. Role-playing can make students better understand the contents of the material being dramatized. In this study, the content is the struggle for independence. In experimental group, students better understand the contents of the material being taught because students play the characters involved in the events that occurred in the struggle for independence. So that Social Studies learning outcomes for experimental group students are better because the role-playing method makes students more active and provides memorable experiences for students. It shows that the role-playing method affects the learning outcomes of 4th-grade students. In general, this finding support other studies on the possibility of the role-playing to improve the student performance in many aspects for instant communication skills [14], motivation [11], creativity [10], and understanding [15].

Conclusion

The research and discussion provide evidence that the role-playing method is a more effective teaching approach for 4th-grade Social Sciences lessons than traditional teaching methods. The results demonstrate significant differences in both affective and cognitive learning outcomes between the experimental and control groups. Students who participated in the role-playing method exhibited higher scores in the affective domain, indicating a more positive attitude towards learning, and had a larger increase in cognitive learning outcomes than the control group. These findings suggest that the role-playing method has a great potential to enhance student learning outcomes in Social Sciences lessons. Moreover, the application of the role-playing method can be extended beyond the classroom to provide students with further opportunities for learning and growth. These results have important implications for educators and curriculum developers seeking to improve learning outcomes for students in the Social Sciences domain.

Conflict of Interest

The authors should declare that there is no conflict of interest.

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