

Implementation of Role Playing Model in Social Studies Learning Social Interaction Material for Grade IV Students

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ABSTRACT

Social Science Education (IPS) is very important to be taught at all levels of formal educational institutions, from elementary school to higher education. The purpose of this study is to examine the implementation of role playing model in social studies learning social interaction material for Grade IV Students of Sukadana Elementary School. The research method used in this study is quantitative with a pseudo-experiment method. The results of the study showed that the average student learning outcome during the pre-test was 49.39 and the student learning completeness reached 9.09% While the average student learning outcome during the post-test was 81.21 and the student learning completeness reached 90.91%, From the comparison it shows that $Z_{(count)} > Z_{(table)}$ on the Z distribution list with a significant level of $\alpha = 0.05$ obtained $Z_{(count)}$ (5.61) $> Z_{(table)}$ (1.65) then H_a is accepted and H_o is rejected. So it was concluded that the learning outcomes in social studies learning for grade IV students of SD Negeri Sukadana were significant. This research should be used as a comparative reference in conducting further research and add scientific insights, experience and can contribute to social studies learning, especially improving social studies learning outcomes of students.

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1. INTRODUCTION

Learning is a series of learning activities that involve educators and students. Learning can create an interaction between educators and students to improve student competence. Purmaningsih., (2022) stated that learning must also have a clear goal in order to achieve meaningful and appropriate learning. The success of the goals of a learning can be seen from changes in student competence and behavior. One of them is Social Science learning which requires a form of change in students' competencies and behaviors in a learning.

Social studies education is very important to be taught at all levels of formal educational institutions, from elementary school to higher education. Social Interaction material in social studies subjects is often considered difficult to learn, because many of these materials require reasoning, understanding and activeness of students. As the opinion of (Herwati & Suherman, 2020), which states

that students also still have difficulty and are not even able to adjust to their environment or the social groups around them. Therefore, it is necessary to solve the problems in this material which discusses social interaction in social studies subjects. The formation of changes in students' competencies and behaviors in social interaction plays an important role in teaching social values. In learning, students are taught to be able to cultivate a critical and responsible attitude and play an active role in a process of social interaction. Because, this social interaction learning is able to shape student behavior through the values contained in it which can be implemented in daily life.

Based on the results of an interview that the researcher has conducted with the homeroom teacher in grade IV, Mrs. Agustriana, S.Pd on December 2, 2024 at SD Negeri Sukadana, it illustrates that the learning outcomes of students who are still low in social studies learning have not reached (KKTP) that has been determined by SD Negeri Sukadana. Of the 22 students, only 8 students or 36.36% achieved minimum completeness while 14 students or 63.64% did not achieve minimum completeness. Social studies learning is considered difficult, boring and unmotivating for students which leads to low student average scores. This is comparable to the opinion (Sundari 2019:39) which states that students' understanding of the learning material conveyed by the teacher is still very low.

Social studies learning difficulties caused by problems that occur in the teaching and learning process include that during learning there is a lack of collaboration between students and teachers which causes learning in the classroom to be less active, teachers in the learning process do not use varied and innovative learning models. As a result, they have difficulty understanding the learning material (Arifin, 2020).

Based on the problems described above, efforts are needed to overcome these problems. What can be done is to apply the Role Playing learning model. Because this learning model is a learning model through the development of their imagination and understanding by playing characters, both living and dead. This allows students to understand and use what they learn. Thus, compared to individual learning, students will be more active during and after demonstrating or listening to plays in the Role Playing learning model.

The Role Playing *learning model* is a role-playing and a type of learning experience. The existence of the *Role Playing* Model in this learning process is very important in learning in order to achieve a learning goal. This is in line with research conducted by (Rahmi, et al., 2020) which states that there is an increase in completeness in social studies learning using *the Role Playing* model. Using this model can also increase students' interest in learning social studies at SDN 007 Pulau Lawas. Therefore, it can be concluded that the use of *the Role Playing* model can increase students' interest in learning in a learning process in elementary schools.

The purpose of this study is to examine the implementation of role playing model in social studies learning social interaction material for Grade IV Students of Sukadana Elementary School. The researcher hopes that by applying the *Role Playing learning model*, it can complete social studies learning. This research should be used as a comparative reference in conducting further research and add scientific insights, experience and can contribute to social studies learning, especially improving social studies learning outcomes of students.

2. METHODS

The research method used in this study is quantitative with a pseudo-experiment method. Surgiyono (2020) stated that experimern research is a research method used to find certain treatments for others under controlled conditions. In this study, it was carried out without a comparative class, only one class.

The design in this study is a *one-group pretest-posttest design*. Namely, it only has 2 sets of result data, *pretest* (O_1 and *posttest* (O_2). The design of the experiment *Prer-Test* and *Post-test* can be found in tabel 1.

Table 1 Pre-Test and Post-test Express Design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
01	X	02

(Source: Jakni, 2016)

Note:

O_1 : *Prer-test* (serberlurm given perrlakuran)

X : Perrlakuran (*Treratmernt*)

O_2 : post-test (after treatment)

This research was carried out at SD Negerri Sukadana while the research was carried out in the second semester of the 2024/2025 Academic Year. SD Negerri Sukadana, located in Sukadana Village, STL Ulu Terawas District. The result in this research is the serlurrurh of students of Kerlas IV SD Negerri Sukadana. The urnturk is less clear can be seen in tabel 3.2

Table 2. Research Population

Class	Gender		Sum
	Man	Woman	
IV	11	11	22

Source: SD N Sukadana

Surgiyono (2016:118) stated that the sample is part of the jurmlah serrta characteristics that are possessed by the popurlasi. In the collection of pernery samples, the research uses jernurh sampling. Sampling of samples is a significant improvement in the selection process if members of the population are selected for sampling Surngiyono, (2016). The sample that was taught in the research was Kerlas IV which consisted of 22 students using the Role Playing teaching mode .

Data Collection Techniques through observation, interviews, and tests are used to strengthen observation data and interviews that have been carried out in the classroom. This ters is designed to collect data on the results of the students' learning and the teaching methods are applied to improve the Role Playing learning mode. The ters that are used are in the discussion of multiple-choice questions as many as 20 questions. The data analysis technique is to determine the mean value and standard deviation, the data normality test, and the hypothesis test.

3. FINDINGS AND DISCUSSION

This research was conducted at SD Negeri Sukadana from April 19, 2025 to May 19, 2025. The population in this study is grade IV SD Negeri Sukadana, from this population the sample taken is class IV which totals 22 students. The instrument test was carried out on April 19, 2025, the class tested by the instrument was class V of SD Negeri Sukadana, for the 2024/2025 school year. Before conducting the research, the researcher first conducted a test instrument test to determine the quality of the questions used in the research. The instrument trial was held on May 19, 2025 in grade IV of SD Negeri Sukadana with the number of students who took part in the instrument trial test as many as 22 students. The test questions given are material on Social Interaction.

The results of the calculation of the instrument test from 20 multiple-choice questions only 15 questions can meet the requirements of validity, differentiation and difficulty level of the questions, so

that the questions can be used as a tool to measure students' initial and final abilities. The number of face-to-face meetings conducted in the study was 4 meetings with details of one pre-test initial test, two learning processes with the application of the Social Interaction Material Role Playing *model* in social studies learning, then followed by the administration of the final test *post-test* with the aim of finding out the learning outcomes of students after applying the *Role Playing model* social studies learning with Social Interaction material.

Description of Initial Test Data (*pre-test*)

The implementation of the *pre-test* was carried out on May 25, 2025 in grade IV, the *pre-test* was carried out to determine the initial ability of students in social studies in Social Interaction material before treatment using the *Role Playing learning model*. The *pre-test* questions used are multiple-choice which consists of question items. The list of *pre-test* scores can be seen in the attachment and the results of the *pre-test* data can be seen in table 3, which are as follows:

Table 3. Pre-Test Results Recap

Many Students	Average Score	Simpangan Reciprocally	Highest Score	Lowest Score	Conclusion	Incomplete
22	49,39	11,76	73	27	2	20

Description of Final Test Data (*Post-test*)

After knowing the learning outcomes of students in social studies learning, including the incomplete category, the researcher conducted a treatment with the *Role Playing model*. Then at the end of the study, a test was carried out in the form of a *post-test*. This test is carried out to find out the final ability of students after learning. The *post-test* in this study was carried out on April 19, 2025 which was attended by 22 students in the class that had been determined as a sample, namely grade IV of SD Negeri Sukadana. The *post-test* questions used are multiple-choice consisting of 15 questions. The results of the *post-test* analysis can be seen in the following table:

Table 4. Post-Test Results Recapitulation

Many Student	Average Score	Baku Junction	Highest Score	Lowest Score	Conclus ion	Incomplet e
22	81,21	7,87	93	67	20	2

Based on table 4. above, it is known that the average score of problem-solving skills obtained by students is 81.21 with a standard deviation of 7.87 While the highest score obtained is 93 and the lowest score obtained is 67. Of the 22 students, there were 20 students who completed their studies, while the other 2 people did not complete with classical completeness of 90.91%. The data can be concluded that the social studies learning outcomes of students after the implementation of the *Role Playing learning model* have increased, which means that the *Role Playing learning model* can improve the ability of student learning outcomes. The average *pre-test* score of 49.39 has increased the *average post-test* score to 81.21. The increase in the average student score was 31.51. The average value of *pre-test* and *post-test* results can be seen from the following chart 1:

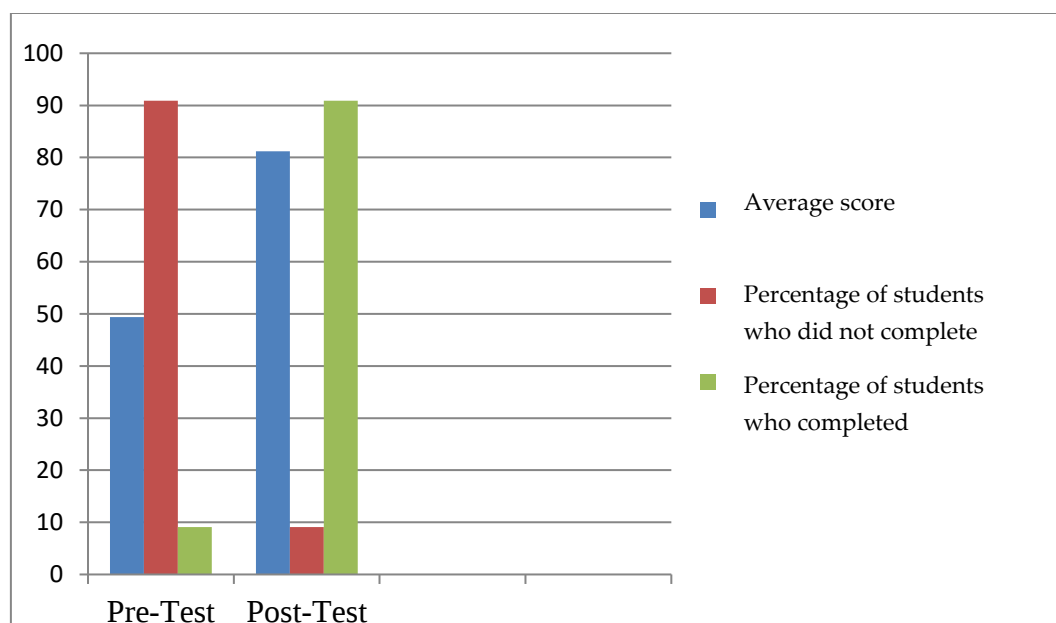


Figure 1. The average value of pre-test and post-test results

Testing Requirements Analysis

The research data obtained from the post-test results was used to test the hypothesis statistically. The hypothesis in this study is "The application of the Role Playing learning model to the learning outcomes of social studies students in grade IV of SD Negeri Sukadanai is significantly complete". Before the hypothesis is tested, the data is analyzed using. Normality test.

Normality Test

The normality test aims to determine the normality of the data. The formula used is the X2 fit test. Based on the provisions of statistical calculation on the data normality test with a confidence level of $\alpha = 5\%$ ($= 0.05$) and a degree of freedom $dk = n - 1$ where n is the number of interval classes. If $X^2_{count} < X^2_{table}$ then it can be stated that the data is normally distributed. If $X^2_{count} \geq X^2_{table}$ then it can be stated that the data is not normally distributed. Based on the results of the statistical calculation of the normality test of *pre-test* data, the values $\chi^2_{of 2 count} = 7.569$ and $\chi^2_{table} = 11.070$ ($\alpha = 5\%$ and $dk = 5$) were obtained. Meanwhile, the results of the statistical calculation of the normality test of *post test data*, obtained the values $\chi^2_{of 2 count} = 8.568$ and $\chi^2_{table} = 11.070$ ($\alpha = 5\%$ and $dk = 5$). Because the values in the *pre-test* data and *post-test* data are $\chi^2 < \chi^2_{table}$, the data can be declared to be normally distributed. The following is a recapitulation table of data normality results:

Table 5. Recapitulation of Data Normality Results

Test	X2 Count	X2 Table	Data Normality
Pre-Test	7,569	11,070	Normally Distributed
Post-Test	8,568	11,070	Normally Distributed

Uji Hypothesis

After knowing the normally distributed data, the next thing that needs to be done is to test the hypothesis, then to test the hypothesis the z-test formula is used. The statistical hypotheses tested in this study are:

H0 : The average social studies learning outcome score of grade IV students of SD Sukadana after the implementation of *the Role Playing* learning model is less than 70 ($\mu_o < 70$)

Ha : The average social studies learning outcome score of grade IV students of SD Negeri Sukadana after the application of *the Role Playing* model is more than or equal to 70 ($\mu_o \geq 70$)

Based on the results of the z-test calculation contained in the appendix, the value of zhitung = 5.61 and ztable = 1.65 was obtained. This means that Ho is rejected and Ha is accepted, so it can be concluded that the hypothesis in this study is acceptable. In other words, the social studies learning outcomes of grade IV students of SD Negeri Sukadana are complete after the application of *the Role Playing* learning model in learning.

This research was conducted at SD Negeri Sukadana in the 2024/2025 school year to find out the learning outcomes of students after the application of the *Initial Role Playing Learning* model of this study by providing an instrument test on April 19, 2025 in grade V of SD Negeri Sukadana with a total of 20 multiple-choice questions which were attended by 20 students and the results of the instrument test obtained 15 valid questions. Furthermore, the researcher carried out a *pre-test* on April 28, 2025 in grade IV of SD Sukadana by giving 15 multiple-choice questions which were followed by 22 students with the results of the *pre-test* calculation of all students who did not reach KKTP 70.

As for after the *pre-test*, students were given treatment in the form of applying the *Role Playing* learning model 2 times. The first treatment was carried out on April 29, 2025, at the first meeting the teacher gave greetings, asked how was the news and continued by inviting students to pray according to their respective religions and beliefs led by the class leader, then the teacher checked the attendance of students which was followed by informing the learning to be learned, namely material on measuring the angle of Social Interaction.

Next, the researcher delivers the main learning material, after that the researcher first explains the steps of the learning model and what the *Role Playing* learning model is, then the teacher makes a group of students with a total of 4 to 5 members, then prepares a large classroom for students to appear in front of the class, then determines the students who are selected to play the role according to the scenario that has been prepared, they can speak, act and interact with their groupmates after that take turns advancing the other group until it is finished, then after playing the role the researcher opens a discussion to analyze the experience and learning obtained from the role played, at the time of learning obstacles and obstacles are found in the learning process first is that the student learning is not used to playing the role there are still students who play with their fellow group friends, less active during the learning process.

The second treatment was carried out on April 30, 2025, at the second meeting the teacher gave greetings, asked how he was doing and continued by inviting students to pray according to their respective religions and beliefs led by the class leader, then the teacher checked the attendance of the students which was followed by informing the learning to be learned, namely the material on measuring the angle of "Social Interaction". In this activity, the teacher reminded Shiva about the material that had been taught before. Next, the researcher delivers the main learning material, After that the researcher first explains the steps of the learning model and what the *Role Playing* learning model is . The researcher continued the drama played by the students, until it was finished.

During the learning process by applying the *Role Playing* learning model, students look very varied and innovative in the teaching and learning process. Through play, children can increase creativity, develop thinking skills and socialize with peers and students are also interested, enthusiastic

in role-playing in the drama that is performed. This can be seen from the treatment of the *Role Playing* learning model, at the second meeting none of the students felt confused in completing the role.

As for after being given treatment, the next stage is to conduct a *post-test* on May 19, 2025 which is attended by 20 students. At the last meeting, a *post test* was carried out to see the final ability of students after the application of the *Role Playing* learning model for 2 meetings. The *post test* will be carried out on 19 2025. After the *post-test* was carried out, the researcher analyzed the data that had been obtained. Based on the analysis of the data that has been carried out, the average *pre-test* score is 49.39 and the average *post-test* test score is 81.21, so that there is an increase in student learning outcomes of around 31.82 after the implementation of the *Role Playing* learning model. This is in line with research conducted by (Vina, et al., 2022). Thus, compared to individual learning, students will be more active during and after demonstrating or listening to drama in the *Role Playing* learning model where the application of the *Role Playing learning model* can improve student learning outcomes.

Students who got scores above the KKTP were 20 students with a completion percentage of 90.91%. Meanwhile, students who got a score below the KKTP were 2 students with a percentage of 9.09%, the highest score obtained by students at the *post-test* was 93 and the lowest score obtained by students was 67. This shows that the *Role Playing learning model* can complete student learning outcomes.

4. CONCLUSION

Based on the results of the research and discussion, the average student learning outcome during the pre-test was 49.39 and the student learning completeness reached 9.09% While the average student learning outcome during the post-test was 81.21 and the student learning completeness reached 90.91%, From the comparison it shows that the $Z_{(count)} > Z_{(table)}$ on the Z distribution list with a significant level of $\alpha = 0.05$ obtained $Z_{(count)} (5.61) > Z_{(table)} (1.65)$ then H_a is accepted and H_o is rejected. It can be concluded that the learning outcomes in social studies learning of grade IV students of SD Negeri Sukadana are significant. This research should be used as a comparative reference in conducting further research and add scientific insights, experience and can contribute to social studies learning, especially improving social studies learning outcomes of students.

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