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Research Article

The Efforts to Improve Social Studies Learning Outcomes Using Role Playing Models for Class II Students at Elementary School 4 Pahandut

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ABSTRACT
This study aims to: 1) To describe the learning activities of students in social studies learning by using the Role Playing model in class II Elementary School 4 Pahandut. 2) To improve student learning outcomes in social studies learning by using a role playing model in class II Elementary School 4 Pahandut.This type of research is Classroom Action Research (CAR), with the research subject of all students of class II Elementary School 4 Pahandut totaling 6 students. Data collection techniques in this study using tests and observations. Data analysis used qualitative and quantitative data analysis. The results of this study indicate that: 1) the social studies learning activity of the second grade students of Elementary School 4 Pahandut cycle I with an average of 3.25 while the social studies activity of the second grade students of Elementary School 4 Pahandut Cycle II with an average of 3.30. 2) the learning outcomes of class II students at Elementary School 4 Pahandut increased from the average pre-test score of 58.3, with classical completeness 33.3%, while the post-test results in the first cycle averaged 66.6 with classical completeness 50%, while the results of the second cycle post-test an average value of 86.6 with 100% classical completeness.

Keyword: Role Playing Model, Student Activities, Social Studies, Learning Outcomes

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INTRODUCTION

The word education is often interpreted variously. In everyday life, the word education is sometimes interpreted with educational institutions and sometimes by educational results. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves and society. According to SA. Branata et al. (Amri, 2013: 5), education is "an effort that is deliberately held, either directly or indirectly, to help children in their development reach maturity." And according to the provisions of Chapter 1, Article 1 of the National Education System Law Number 20 of 2003, Education is "a conscious effort to prepare students through guidance, teaching, and training for their role in the future." In general, the purpose of national education is to improve the level of intelligence and skills of the community. Along with this, Law Number 20 of 2003 concerning the National Education System listed in Article 3 states that:

National education functions to develop the ability and shape the character of dignified national civilization to educate the nation's life aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. National education functions to develop the ability and shape the character of dignified national civilization to educate the nation's life aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Social sciences, which are often abbreviated as social studies, are social sciences that examine various social science disciplines and basic human activities that are packaged scientifically to provide deep insight and understanding to students, especially at the elementary and secondary levels. Social studies are to develop concepts of thinking based on the

reality of social conditions that exist in the environment of students, so providing social studies education is expected to produce good citizens who be responsible for their nation and country. Social studies education is currently faced with efforts to improve the quality of education, especially the quality of human resources, so that the existence of social studies education can develop an understanding of concepts and critical thinking skills.

Social studies learning in elementary schools are held to develop attitudes and abilities and provide basic knowledge and skills needed to live in society. To achieve this goal, education and teaching from various disciplines are needed; one of the disciplines is social knowledge. Based on field observations, namely at Elementary School 4 Pahandut, which was carried out in December 2021 3 times. There are facts in the field when the social studies learning process, student learning outcomes are still low, and teachers are still less varied using learning methods and models, so some students are less interested in social studies learning. This fact is shown when social studies learning students only listen, are less active, lack understanding of the material, and lack student interaction with the teacher during learning; every time they ask about the material, only some students can answer, and the person is just that. This impacts low student learning outcomes below the minimum completeness criteria. Grade II students numbered six; only two (20%) obtained scores according to or above the minimum completeness criteria in social studies subjects. While four students (40%) obtained scores below the minimum completeness criteria in social studies subjects at Elementary School 4 Pahandut, which has been set is 70.

METHOD
This study uses a type of classroom action research. The action research model used is Kemis Mc Taggart's. in line with Arikunto's opinion (2016), which explains that classroom action research is conducted to improve class conditions and activities to get maximum results. The subject of this research is elementary school students 2 Kapuas Tengah. The instruments used in this study were test instruments and observation instruments for teacher activities and student activities. Data analysis used in this research is qualitative analysis and quantitative analysis.

RESULTS AND DISCUSSION
Data Description
Description of Pre-Cycle Test Data
The pre-cycle test aims to determine the level of knowledge of students in answering questions on questions before classroom action research is carried out. Calculating Class Average M=58.3$\frac{\sum X}{N}\frac{350}{6}$. Calculating the Percentage of Completeness Classically TB = $\frac{\sum S \geq 70 \, x \, 100 \, \%}{N}$ = x 100 %$\frac{2}{6}$ = 33.3% (Not achieved). These criteria are as follows: 85 % - 100 % = Achieved, 0 % - 84.9 % = Not Reached.

Description of Data Cycle 1
Cycle Planning 1: at the planning stage, researchers prepare a cycle one learning plan, which includes: (1) Make a learning implementation plan following competency standards and basic competencies on family members' material positions and roles. (2) Prepare lesson materials, positions, and roles of family members. (3) Compiling Instruments used in the implementation of action research, namely compiling observation sheets of teacher and student activities during learning, are used to assess learning activities and social studies learning. (4) Compile student worksheets, namely making questions for students to do after learning materials about the position and role of family members given by the teacher.

Implementation of Cycle 1: at this stage, the researcher is a teacher who teaches, explaining the learning activity plan based on the lesson plan, where the teacher uses a role-playing model in the learning process. The lesson implementation plan that has been prepared is as follows: (1) opening Learning: The teacher says greetings and greets the students, and the teacher invites students to pray before starting the lesson; the teacher checks the attendance of students, the teacher asks students to prepare stationery and sit neatly, sings the song "One by One I Love to Mother" and associate the material to be learned, relate the previous material to be learned and is expected to be associated with the experience of students. (2) Core Activities The teacher displays pictures of the position and role of family members, and the teacher explains the position and role of each family member; teachers and students do questions and answers about changing roles in the family, and the teacher asks students questions about family members in the student's home, the teacher compiles/prepares process scenarios to be displayed, the teacher appoints students to learn the scenario, the teacher distributes groups of students consisting of 5 people per group, the teacher explains the rules of discussion, calls students who have been appointed to act out the prepared scenario, each student is in his group while observing the scenario being demonstrated, after completion of the display, each student is given student worksheet to discuss the performance of each group, each group conveys its conclusion, (3) final (closing) activities: the teacher and students make summaries/conclusions; the teacher gives evaluations; the teacher gives rewards

(rewards) to active students/groups and gives reinforcement to all students; the teacher guides students to pray before ending the lesson.

Observation 1: data from observations on the activities of educators/researchers and students obtained during teaching and learning activities. The observers were Ibu Rindu, S.Pd as a homeroom teacher (Observer I) and Desi Ratnasari as a colleague (Observer II). Learning Outcomes Data: learning outcome data is obtained from tests conducted after completing the first cycle of action research activities. The questions in the final test (post-test) differ from those in the pre-test but have the same number of 10 multiple-choice questions. Calculating Class Average M=66.6$\frac{\sum X}{N}\frac{400}{6}$. Calculating the Percentage of Completeness Classically TB = $\frac{\sum S \geq 70 \; x \; 100\%}{N}$ = x 100 %$\frac{3}{6}$ = 50% (Not achieved). The table data of the final test results (post-test) cycle I above show the level of ability of students at the time of the first cycle class action research, which is described in detail as follows: (1) of the six students, one student obtained a score of 90-100, (2) out of 6 students, none obtained grades of 80-89, (3) of the six students, four students obtained scores of 60-79, (4) of the six students, none obtained grades 50-59, and (4) of the six students, one student obtained grades 0-49.

Reflection of Cycle 1: the first cycle of reflection data was carried out after all the learning activities; at the time of this reflection, the researcher and two observers were.

Data Cycle II Description
The implementation of Cycle II is almost the same as Cycle I. Still, in the implementation of Cycle II, there are some improvements based on the reflection results from Cycle I. Planning Cycle II: the steps taken by researchers to proceed to Cycle II are as follows: (1) Make a learning implementation plan following basic competency and competency standards on the position and role of family members, prepare lesson materials for the position and role of family members, as well as question items for the final test (post-test) for students to do after learning materials regarding the position and role of family members are given by the teacher. (2) Educators present the material by giving directions like this: There will be a question for students who are noisy and do not pay attention to the educator when explaining the material. So, students are required to follow learning activities properly and orderly. Educators will motivate students not to hesitate to ask questions if they do not understand the material explained: Educators will motivate by saying: If some students feel they have not understood the material explained, you should immediately ask because it could be what material you do not understand will have your task later.

Implementation of Cycle II Actions: at this stage, the researcher is a teacher who teaches, explaining the learning activity plan based on the lesson plan, where the teacher uses a role-playing model in the learning process. The lesson implementation plan that has been prepared is as follows: (1) Opening Learning: the teacher says greetings and greets the students, and the teacher invites students to pray before starting the lesson; the teacher checks the attendance of students, the teacher asks students to prepare stationery and sit neatly, sings the song "One by One I Love to Mother" and associate the material to be learned, relate the previous material to be learned and is expected to be associated with the experience of students. (2) Core Activities: the teacher displays pictures of the position and role of family members, and the teacher explains the position and role of each family member. Teachers and students do questions and answers about changing roles in the family, and the teacher asks students questions about family members in the student's home; the teacher compiles/prepares process scenarios to be displayed, the teacher appoints students to learn the scenario, the teacher distributes groups of students consisting of 5 people per group, the teacher explains the rules of discussion, calls students who have been appointed to act out the prepared scenario, each student is in his group while observing the scenario being demonstrated, after completion of the display, each student is given student worksheet to discuss the performance of each group, each group conveys its conclusion, (3) Final (Closing) Activities: the teacher and students make summaries/conclusions, and the teacher gives evaluation rewards (rewards) to active students/groups, reinforces all students, and guides students to pray before the lesson ends.

Learning Outcomes Data Cycle II: learning outcome data is obtained from tests conducted after completing the second cycle of class action research activities. The questions in the final test (post-test) are the same as those in post-test I but have the same number of 10 multiple-choice items. Calculating Average Class Score M = 86.6$\frac{\sum X}{N}\frac{520}{6}$. Calculating the Percentage of Completeness Classically TB = $\frac{\sum S \geq 70 \; x \; 100\%}{N}$ = x 100 %$\frac{6}{6}$ = 100% (Achieved).

Action Hypothesis Testing
Student Activities: testing the action hypothesis in this study can be proven as follows: (1) Changes in student activities in cycle I and cycle II for the better in social studies learning by using *the role-playing* model, (2) Social Studies Learning Outcomes of Students, (3) Social studies learning outcomes in grade II students of Elementary School 4 Pahandut using *a role-playing* model based on classroom action research in cycle I and II, and (4) The learning outcomes of grade II students of Elementary School 4 Pahandut have improved after using a role-playing model on social studies learning outcomes in grade II students of Elementary School 4 Pahandut.
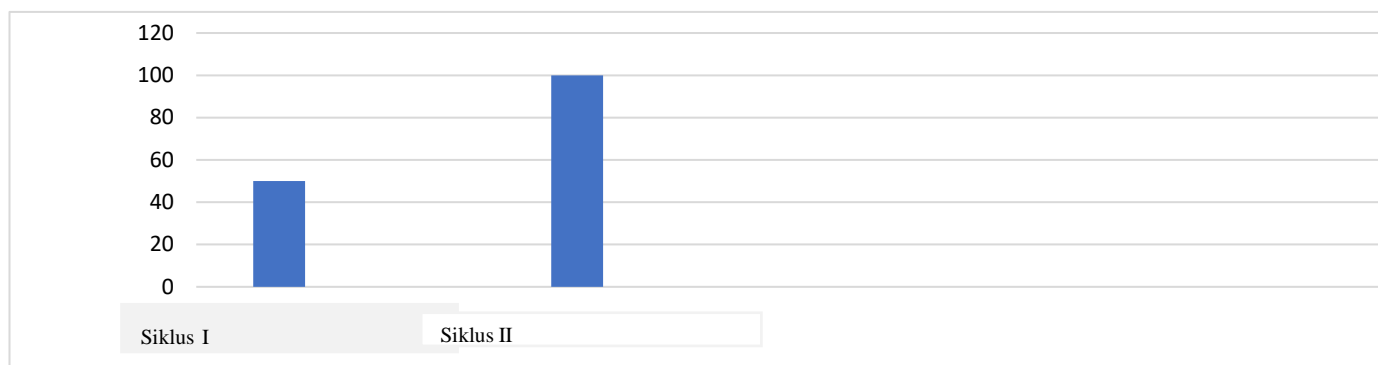
Figure 1. Cycle 1 and Cycle 2

Discussion

Based on the research hypothesis that has been determined in the previous chapter, testing the action hypothesis in this study can improve learning activities and learning outcomes of grade II social studies Elementary School 4 Pahandut. Six students evidence this improvement in learning outcomes; two students are complete, while the other four students still have not achieved the average social studies learning outcomes in the pre-action or pre-test with a value of 58.3 is still far from the minimum completeness criteria determined, which is 70. Classical learning outcomes also only obtained a score of 33.3%, while the classical criterion of completeness was 85%. After doing cycle I, observers I and II discussed who got low scores from those observed by observers one and II who became weaknesses in cycle I, namely still lacking class conditions. While the weakness in student activities observed by observers one and II is that students are not fluent in reading.

The results of the researcher's observations on the learning process in the *role-playing* model when students in groups demonstrate or act out scenarios as follows: (1) group 1 consisted of 3 students, obtained an average score in serious aspects of 2.4 with the criteria of being quite capable, aspects of speech 2.6 with the criteria of being quite capable, aspects of courage 3 with the criteria of being able, aspects of concept 3 with the criteria of being able, so the average score of the four aspects obtained by group 1 was 2.75 with the criteria of being quite capable. (2) Group 2 consisted of 3 students, obtained an average score in serious aspects of 2.4 with the criteria of being quite capable, aspects of speech 2.6 with the criteria of being quite capable, aspects of courage 2.6 with the criteria of being quite capable, aspects of concept 3 with the criteria of being able, so the average score of the four aspects obtained by group 2 was 2.65 with the criteria of being quite capable. This study does not compare between cycles. Still, researchers provide comparisons when researchers do not teach using *role-playing* models, which is certainly a factor causing student learning outcomes to increase.

CONCLUSION

Student learning activities in social studies learning using the *role-playing* learning model in grade II Elementary School 4 Pahandut becomes good because students are active, more excited, pay attention to the teacher's explanation, follow the teacher's instructions to form groups, act out scenarios that the teacher has shared, can work together with friends, and students also become more involved in the learning process. There is an improvement in social studies learning outcomes by using *a role-playing* learning model in grade II Elementary School 4 Pahandut. This improvement can be seen in students' learning outcomes, especially in social studies subjects. In cycle II, the average score of students is 86.6, with 100% classical completeness. This role-playing model is applied to develop creativity and interest in learning from students individually and in groups because it helps students work together; it can also be a fun learning experience.

There are several recommendations of researchers that can be expected to improve social studies (Social Sciences) learning outcomes by using role-playing models in grade II students of Elementary School 4 Pahandut in particular and all educational institutions in general: (1) For school principals, it is expected to suggest teachers use role-playing models to be used as input and consideration for using the next learning model to improve student activities and learning outcomes. (2) Teachers it is expected to be more skilled and creative in utilizing and using learning models so that they become one of the teacher's considerations to attract students' attention, and (3) students can follow the learning process to explore the creativity of skills to attract interest and improve the learning ability of students in learning, as well as increase insight and understanding of learning.

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