

The Effectiveness of The Role-Playing Learning Model on Social Skills on The Material of Determining The Intrinsic Elements of Fairy Tales in Class VI Elementary School

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Article History

accepted 1/11/2024

approved 1/12/2024

published 1/2/2025

Abstract

Social skills have a very important role for students to be able to create effective communication. These skills require the right learning model in the teaching and learning process. This study aims to determine the effectiveness of the role-playing learning model on social skills on the material of determining intrinsic elements. This type of research is quantitative research. The research sample was 92 grade VI students in Manyaran sub-district public elementary schools. Data analysis was carried out using simple linear regression analysis techniques. The results showed the correlation value (R) = 0.568, meaning that there is a positive linear relationship between variables; the coefficient of determination R Square = 0.839, meaning that the role-playing learning model provides 83.9% influence on the effectiveness of social skills. The significant value is $0.000 < 0.05$ and the t value is $2.574 > t$ table 1.662, meaning that it accepts the alternative hypothesis that there is a significant influence between the application of the role-playing learning model and the improvement of students' social skills in identifying intrinsic elements. The conclusion of the research is that the role-playing learning model is effective in developing social skills in the material of determining the intrinsic elements of fairy tales.

Keywords: Learning model, role play, social skills.

Abstrak

Keterampilan sosial mempunyai peran sangat penting bagi peserta didik agar mampu menciptakan komunikasi yang efektif. Keterampilan ini memerlukan model pembelajaran yang tepat dalam proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran bermain peran terhadap keterampilan sosial pada materi menentukan unsur intrinsik. Jenis penelitian ini adalah penelitian kuantitatif. Sampel penelitian adalah 92 peserta didik kelas VI di SD Negeri kecamatan Manyaran. Analisis data dilakukan dengan menggunakan teknik analisis regresi linier sederhana. Hasil penelitian menunjukkan nilai korelasi (R) = 0.568 artinya ada hubungan linear positif antar variabel; koefisien determinasi R Square = 0,839, artinya model pembelajaran bermain peran memberikan pengaruh 83,9% terhadap efektivitas keterampilan sosial. Nilai signifikan sebesar $0.000 < 0,05$ dan nilai t hitung $2,574 > t$ tabel 1.662, artinya menerima hipotesis alternatif yaitu terdapat pengaruh yang signifikan antara penerapan model pembelajaran bermain peran dengan peningkatan keterampilan sosial siswa dalam mengidentifikasi unsur intrinsik. Kesimpulan penelitian adalah model pembelajaran bermain peran efektif dalam mengembangkan keterampilan sosial pada materi menentukan unsur intrinsik Dongeng.

Kata kunci: Model pembelajaran, bermain peran, keterampilan sosial.



INTRODUCTION

Learning in the 21st century needs to pay attention to technological developments and the characteristics of learners' psychological development. Learners in elementary school, according to Piaget's learning theory, have several characteristics, namely: love to play and group, and concrete operations. Students at this stage tend to enjoy playing and learning through direct experience. These characteristics are in line with 21st century learning needs that emphasize active and collaborative learning. In addition, students at the concrete operational stage tend to be more interested in things that are concrete and fun. Boring and monotonous learning can hinder students' learning motivation. In accordance with the opinion of Nedhianna et al., (2023) which explains that learning that is not in accordance with the characteristics of the concrete operational stage, such as learning that is too abstract or monotonous, can have a negative impact on student learning motivation. This is the basis for teachers to choose and determine the appropriate learning model for students. Learner-centered, contextual, and explorative learning are also considerations for determining learning models.

Lefudin (2017) explains that a model is a conception for pursuing a material in achieving certain goals. The model includes strategies, approaches, methods and techniques, for example, cooperative learning models, problem-based learning models, or direct learning models. The learning model is a plan or pattern related to learning, namely teachers, students, and media including teaching materials or subject matter that can be used to form a curriculum (lesson plan), so that teaching and learning activities are better (Khoerunnisa *et al.*, 2020). According to Ahdar and Wardana (2019) learning is a communication process between teachers and students. As communicants in the learning process are students while the communicators are teachers and students. If a group of students become communicators to other students and the teacher as a facilitator, there will be a process of interaction with high learning.

The learning model is explained by Majid (2015: 28) as a conceptualized framework and systematic procedures in grouping learning experiences in order to achieve learning objectives and serves as a guide for teaching designers by teachers. According to Irvy (2020) explains that the learning model is a pattern used as a benchmark in planning learning in the classroom. Meanwhile, according to Trianto (2015: 52) explains that a learning model is a plan or pattern that can be used to design learning patterns by teachers. Based on the opinions of the experts above, it can be synthesized that the learning model is a framework that will be used to plan learning in the classroom so that learning objectives can be achieved.

According to the opinion of Ardani (2014), the role-playing method is defined as a problem-solving method that involves two or more people to make decisions openly in a dilemmatic situation. The role-playing ends when it reaches the point of dilemma and each actor is free to analyze what happened through discussions involving observers to find a solution. According to Uno (in Santosa 2018), role playing as a learning model aims to help students find the meaning of self (identity) in the social world and solve dilemmas with group assistance. That is, through role-playing students learn to use the concept of role, realize the existence of different roles and think about their own behavior and the behavior of others.

The role-playing model is used to: 1). concretize an abstract problem or procedure; 2). provide opportunities for students to act out an object or character in the story or material; 3). arouse interest in learning the material being taught (Aida, 2015). According to Ambarwati (2014), there are seven steps in implementing the role-playing learning model, namely: 1) Warming up the atmosphere and motivating students, with the aim of motivating students to be interested in the problem; 2) Choosing a role, learners are free to choose a role according to what they want; 3) Arranging the stages of the role, arranging the scene in outline; 4) Preparing observers, preparing observers, observers should be carefully prepared and involved in the story to be played so that all learners

experience and live the role played and actively discuss it; 5) Cast, learners begin to play their respective roles; 6) Discussion and evaluation, analyzing the role play and discussing it; and 7) Sharing experiences and drawing conclusions, learners share experiences and draw conclusions. Sharing experiences and drawing conclusions, learners share their life experiences in dealing with parents, teachers, friends and so on.

According to Nugraha (2020) social skills consist of the words skills and social. The word skill is used to indicate that social competence is not a feature of personality but rather a set of learned processes and behaviors that can be acquired. Social means how we can be together with other people including friends, siblings, parents, and teachers. In general, social skills are complex interpersonal behaviors that a person has (Hilman, 2016). Social skills are the ability to relate to the social environment appropriately. According to Listiyaningrum (2016: 1485), social skills need to be possessed by each individual to create effective communication both verbal and nonverbal to other individuals. Meanwhile, according to Parji *et al.*, (2016: 16), social skills include communication skills, both orally and in writing and the ability to cooperate with others, both in small groups and large groups.

According to Suharmini *et al.* (2017) social skills as the ability needed to establish social interactions and to be able to adapt to environmental expectations. Social skills appear in daily attitudes and behaviors, such as the ability to communicate, adjust, engage in groups, overcome problems, and develop self-potential in an environmental context. Meanwhile, according to Karimizzah *et al.* (2020) social skills are the ability to create harmonious and satisfying social relationships, adjust to the social environment and solve social problems faced and be able to develop aspirations and present themselves, characterized by mutual respect, independence, knowing life goals, discipline and being able to make decisions. Based on the opinions of the experts above, it can be synthesized that social skills are abilities related to the social environment in which a person can communicate, both orally and in writing and the ability to cooperate with others, both in small groups and large groups to establish interactions in the social environment. According to Zsolnai and Kasik (2014), there are four aspects related to children's social skills, namely: 1) Interpersonal-related skills and behaviors (which include attitudes: overcoming conflict, attracting attention, greeting others, helping others, making conversation, organized play, positive attitudes towards others); 2) Self-related skills and behaviors (which include attitudes: accepting consequences, ethical behavior, expressing feelings, positive attitude towards oneself, responsible behavior); 3) Task-related skills and behaviors (which include attitudes: asking and answering questions, attentive behavior, class discussions, group activities, performing in front of others); and 4) Environment-related skills and behaviors (which include attitudes (protecting the environment, table manners, taking part in traffic).

Based on the description above, the researcher can formulate the problem, namely whether the role-playing learning model is effectively applied in improving social skills? So the purpose of this study is to find the effectiveness of the effect of the role-playing learning model on social skills.

METHODS

This study uses the *True Experimental* method with quantitative research type. Based on Sugiyono's opinion (2019) quantitative research is a research method based on the philosophy of positivism, used to research on certain populations / samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative / statistical with the aim of testing predetermined hypotheses. The population of the research sample conducted was all grade VI students in public elementary schools in Manyaran sub-district with a sampling technique in the form of *Random Sampling*. The sample results were 92 grade VI students at SD Negeri Manyaran sub-district. Data collection techniques in the form of a

description test with questions that have been tested for validity, reliability, difficulty level, and distinguishing power. The scoring rubric for each question in the description test is different. This study uses simple linear regression analysis techniques and hypothesis testing with Independent Sample t-test as a technique in analyzing research data.

RESULTS AND DISCUSSION

Results

Data from the research on the effectiveness of the role-playing learning model on social skills, processed with the help of SPSS version 26. The results are as follows:

Descriptive Statistical Test

Descriptive statistical analysis aims to provide an overall description of the data used in the study, by paying attention to the average value, standard deviation, variance, maximum value, minimum value and total. The results of the descriptive statistical test can be seen in the following table.

Table 1. Table of Descriptive Statistical Test Results

		Paired Samples Statistics					
		Mean	N	Minimum	Maximum	Std. Deviation	Std. Error Mean
Role Playing	Pretest	58.78	92	42	81	11,345	2,567
	Posttest	80.56	92	67	98	10,986	2,248

Table 1. It was found that the average pretest score of the experimental class was known to be different from the average posttest score. The average pretest score was 58.78 and the average posttest score was 80.56. The average score increased by 21.78. Thus it can be concluded that the role-playing learning model has had a positive impact on social skills.

Validity and Reliability Results

To test the validity of each statement item in the questionnaire, it is done by comparing r count with r table. where if r count $>$ r table then it can be said that a statement item is declared valid. vice versa if if r count $<$ r table then a statement item is declared invalid. In this study, r count (0.691) $>$ r table (0.2816) which is more than r table and can be said to be valid. The reliability test is used to determine whether the questionnaire used is reliable or reliable as a measuring tool. The credibility of a questionnaire can be seen from the *Cronbach's Alpha* value, where if the *Cronbach's Alpha* value $>$ 0.60 then the questionnaire can be said to be reliable, but if the *Cronbach's Alpha* value $<$ 0.60 then the questionnaire is considered unreliable. In this study *Cronbach's alpha* $>$ 0.725, so it can be said to be reliable.

Normality test

The normality test is carried out to evaluate the distribution of data in a group of data or variables, whether the data distribution is normal or not. This study uses the Shapiro-Wilk normality test because the sample in this study is less than 100 ($<$ 100). The results of the normality test in this study can be seen in the following table.

Table 2. Normality Test

Tests of Normality						
Kolmogorov-Smirnova			Shapiro-Wilk			
	Statistics	Df	Sig.	Statistics	df	Sig.
Pretest	,193	90	,200*	,953	90	,771
Posttest	,187	90	,200*	,959	90	,808

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 2, it is known that the Significant value for the pretest is 0.771 and the Significant value for the posttest is 0.808. This means that the Significant value of the two tests is > 0.05 , so it can be concluded that the samples come from a normally distributed population.

Homogeneity Test

Homogeneity test is a statistical method used to show that the variances of two or more groups of data samples come from the same population. The results of the homogeneity test in this study can be seen in the following table.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variance			
Levene Statistics	df1	df2	Sig.
3,316	1	3	0.074

Based on table 3, it can be concluded that the Significant value (0.074) $> (0.05)$. It can be concluded that the sample comes from a homogeneous population.

Hypothesis testing

Statistical hypothesis testing, this study uses a paired sample t-test to assess whether there is an influence between the role-playing learning model and the social skills variable. The results of the homogeneity test of this study can be seen in the following table.

Table 4. T Test Result

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-Posttest	-12,087	10,879	3,319	-20,134	-5,678	-3,780	90	,002

Based on table 4. it is known that the Significant value with two-way obtained sig. (0,002) $< 0,005$. So it is concluded that there is an average difference between the pretest and posttest results, which means that there is an effect of the role-playing learning model on social skills.

The results of simple linear regression calculations between role-playing model variables on social skills obtained a correlation value (R) = 0.568, it can be interpreted that there is a positive linear relationship between role-playing model variables on social skills. While the result of the *coefficient of determination* R Square = 0.839. It can be interpreted that the role-playing learning model has an influence of 83.9% on social skills.

Discussion

The results showed that the role-playing learning model had an effect on social skills. This can be seen from the significant value of the t-test which is sig. (0,002) $< 0,005$. This means that the probability of the difference found to occur by chance is only 0.2%. This is a very small probability, so researchers can reject the null hypothesis (i.e. the hypothesis that there is no difference between the two groups) and accept the alternative hypothesis (i.e. the hypothesis that there is a significant difference between the two groups). This is in line with the opinion of Ilsa and Nurhafizah (2020), who explain that this very low significance value indicates that the differences found between the experimental group and the control group are very unlikely to occur by chance. Thus, it can be concluded that there is a statistically significant difference between the two

groups, and the difference can be attributed to the effect of the role-playing learning model on improving students' social skills.

Furthermore, the role-playing learning model is effective on social skills, as evidenced by the *coefficient of determination* $R^2 = 0.839$. This means that the role-playing learning model contributes to the improvement of social skills by 83.9%. This figure shows that 83.9% of the variation in students' social skills can be explained by the application of the role-playing learning model. In other words, almost all of the improvement in students' social skills can be attributed to the use of this learning model. This shows that the role-playing learning model is a very dominant factor in influencing the development of students' social skills. In line with the opinion of Habiby (2017), explaining that the greater the R^2 value, the greater the studied factor affects the observed factor.

The magnitude of the contribution is because the learning model makes it easier for students to understand Indonesian language subject matter, namely understanding intrinsic meaning. Through the habituation of role-playing learning, it encourages interest and pleasant feelings, so that students will happily find out and acquire knowledge from a cognitive and skill perspective for themselves, others, and the environment around the child (Jamilah, 2019). The link between the role-playing learning model and children's social-emotional abilities lies in the ability of learners to act out their characters systematically. This helps them in dealing with various difficulties, such as self-control, especially for those with high levels of aggression. In addition, this method can also improve empathy, emotion management, a sense of responsibility, as well as respect for others and the development of good intrapersonal skills.

The role-playing learning model has a positive impact on social skills in the material of determining the intrinsic elements of fairy tales in class VI in manyaran sub-district State Elementary School. This can be seen in the average pretest score of 58.78 and the average posttest score of 80.56. The average score of the experimental class increased by 21.78. Learning through role play has a significant impact on social skills. This activity helps shape their characteristics by increasing concentration, training imagination, introducing new ideas, getting used to adult behavior, and strengthening learners' sense of control over the world they face (Aulina, 2015). Through the role-play learning model, learners gain a heightened awareness of the beauty, rhythm and structure of their environment and as their bodies learn more about how to communicate with their own minds, their feelings and emotions are stabilized so that the learning can be carried out more effectively.

Social skills will be formed if the learning model used can link the material with real experiences and contexts that are relevant to students. In addition, models that are interactive and encourage active participation of students in the learning process will also strengthen their understanding of the concepts taught. The learning model serves as a guide for educators in planning learning activities in the classroom, starting from the preparation of learning tools, media, and tools, to evaluation tools that aim to achieve learning objectives (Mirdad, 2020).

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the role-playing learning model has a very significant effect on improving students' social skills. This is supported by the very low significance value of the t-test (0.002) and the high coefficient of determination (R^2) (0.839). This means that the difference in the improvement of social skills between students who use the role-playing model and those who do not, is very unlikely to occur by chance. In addition, this learning model also contributes greatly to the variability of students' social skills. This conclusion is based on the results of the pretest average score of 58.78 and the posttest average

score of 80.56. The average score of the experimental class increased by 21.78. This shows a positive impact after the implementation of the role-playing learning model.

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