THE IMPLEMENTATION OF ROLE PLAYING METHOD IN THEMATIC LEARNING TO IMPROVE STUDENTS’ LEARNING ACTIVITIES AT ELEMENTARY SCHOOL

Asmayani Salimi
Universitas Tanjungpura, Pontianak, Indonesia
E-mail: asmayani.salimi@fkip.untan.ac.id

Abstract
The learning process can be carried out optimally if the teacher develops optimal planning. Learning without planning tends to fail because it does not reference what to do in achieving learning success. Several factors prevented educators from creating lesson plans, including; because they do not understand the lesson plan’s essence, the principles of preparing the lesson plan, and the importance of the lesson plan. This study was a qualitative descriptive. In this study, data sources were primary data sources, namely data sources that directly provide data to data collectors. The primary data source in this study was a learning tool in the form of three lesson plans that have been compiled by the classroom teacher. The study procedures were flow planning, implementation, data analysis, and reporting. The data collection technique used in this study was the direct observation technique with data collection tools in observation sheets. The analysis activity began with data collection, data reduction, data presentation, and conclusion/verification. Based on the study that has been done, it can be concluded that the learning implementation plan that has been prepared by the teacher has used the role-playing method. This can be seen from the learning activities in the RPP.

Keywords: Learning Method, Lesson Plan, Role Playing

Introduction
The 2013 curriculum was formulated to complement and perfect the previous curriculum, which aimed to answer the challenges of the times. There are several improvements in the curriculum, which is reflected in the characteristics of the 2013 curriculum as stipulated in Permendikbud No. 22 of 2016 concerning the standard process of primary and secondary education. Process Standards are criteria regarding the implementation of learning in education units to achieve Graduate Competency Standards. The learning process in education units are interactive, inspirational, fun, challenging, and motivating students to participate actively. It provides sufficient space for initiative, creativity, and independence according to students’ talents, interests, and physical and psychological development. Learning pattern changes from "teacher-centered" to "student-centered."

The learning process can be carried out optimally if the teacher does optimal planning. A plan has an important role in guiding teachers to carry out their duties as educators. One aspect of learning planning is that the teacher arranges learning tools. Learning tools are tools to carry out processes that allow teachers and students to carry out learning activities. Learning tools become a guide for teachers in learning both in the classroom, laboratory, or outside the classroom.
Learning without planning tends to fail because it does not reference what to do in achieving learning success. Several factors prevented educators from making lesson plans, including; because they do not understand the lesson plan’s essence, the principles of preparing the lesson plan, and the importance of the lesson plan.

Developing a Lesson Plan (RPP) is an initial activity in carrying out learning activities. The success of a lesson is determined by the quality of the planning made. It is why the preparation of lesson plans is important for educators. One thing that cannot be negotiated is that educators must develop the lesson plan with a learning model that has components in preparing lesson plans. Educators describe and develop basic competencies into indicators of competency achievement and learning objectives. The lesson plans compiled by educators contain things directly related to learning activities to achieve and master competence for students.

A teacher must be observant to see the condition of his students in activities. When the teaching and learning process begins, the teacher must apply powerful learning methods to achieve the planned learning objectives. A teacher should not come into the classroom and teach without any preparation. Because each learning material to be presented requires a learning method so that the learning substance is maximally achieved. The learning method is a pattern of teacher-student activities in learning to achieve goals. The learning method has variations in its presentation.

Methods can be interpreted as a set of plans or patterns used by teachers to design learning materials. Methods can also be interpreted as plans or patterns used by teachers to design learning materials. In its implementation, neither method has a higher position than the other methods. Likewise, there is no single method that works best in all situations.

Thematic learning requires teachers to apply methods that can arouse student activity in learning. One of them includes role-playing methods. The role-playing method can help students think actively and creatively because students experience and are involved in the learning content. In addition, the role-playing method is in accordance with the stages of development of children who like to play.

Based on the description above, the study entitled “The Implementation of Role-Playing Method in Thematic Learning to Increase Students’ learning activities at Elementary School” is feasible to be implemented. The expectation of implementing this study is as an evaluation material in learning to improve the quality of the learning process, which impacts increasing student activity in learning. The study conducted is expected to increase the readers’ insight regarding the selection of learning methods according to the 2013 Curriculum.

Based on the description above, a common problem in this study is “How is the analysis of the learning design by applying the role-playing method in thematic learning to improve students’ learning activities in elementary schools?”. In line with the above problems, this study aimed to describe the learning design analysis results by applying the role-playing method in thematic learning to improve students’ learning activities in elementary schools.

Role playing is a way of mastering learning materials through developing students' imagination and appreciation (Huda, 2014: 209). Students carry out the development of imagination and appreciation by acting as living characters or as inanimate objects. This game is generally done by more than one person, depending on the roles played. The point of emphasis lies in emotional involvement and sensory observation in a problem situation that is being adapted. Another opinion reveals that the role-playing learning method is included in the social learning approach (Uno, 2011: 25). The learning methods included in this approach category emphasize the relationship of the individual with society or other people. Based on the opinions presented above, the meaning of the role-playing in this study is a method that falls into the category of social learning approaches, and students try to portray themselves as
Majid (2013: 207-208) states that there are several advantages in using the role-playing method, namely (a) role-playing can be used as a provision for students to face actual situations in the future, both in family life, society, and facing the world of work, b) role-playing can develop student creativity because through role-playing, students are allowed to play roles according to the simulated topic, (c) role-playing can foster students' courage and confidence, (d) role-playing can enrich knowledge, attitudes, and skills, which are needed in dealing with various problematic social situations, and (e) role-playing can increase students' passion in the learning process.

In addition, the application of the role-playing method also emphasizes active students in learning. Sudjana (2009: 61) stated that students are active in learning, which can be seen in (a) participating in carrying out their learning tasks, (b) engaging in problem-solving, (c) asking other students or teachers if they do not understand the problems they face, (d) trying to find various information needed for problem-solving, (e) carrying out group discussions in accordance with the teacher's instructions, (f) assessing their ability and the results they get, (g) training themselves in solving problems or similar problems, and (h) the opportunity to use or apply what has been obtained in completing the task or problem it faces.

Based on several opinions, it can be summarized the advantages of the role-playing method, namely (1) role-playing can be used as a provision for students to face actual situations in the future, (2) role-playing can develop student creativity because through role-playing, students are allowed to play roles in accordance with simulated topics, (3) role-playing can foster the courage and self-confidence of students, (4) the talents contained in students can be nurtured so that it is possible to emerge or grow seeds of drama arts from schools, (5) students acquire the habit of accepting and sharing responsibilities answer with each other, (6) spoken language can be fostered into a good language so that others easily understand it, (7) makes students active in learning.

Besides having advantages, the role-playing method also has weaknesses. Majid (2013: 208) stated that there are some deficiencies in using the role-playing method as a learning method, including (a) the experience gained through role-playing is not always appropriate and in accordance with the reality on the ground, (b) poor management, often making play role as an entertainment tool, so that learning objectives are neglected, and (c) psychological factors such as shame and fear often influence students to do role play.

In addition, Djamara (2013: 90) stated that the use of the role-playing method also has several drawbacks, including (a) most children who do not participate in role-playing become less creative, (b) take a lot of time, both preparation time for understanding the content of the lesson material as well as the implementation of the show, (c) requires a large enough place if the narrow role-playing space becomes less free, and (d) often other classes are disturbed by the sound of the players and the audience clapping their hands sometimes and so on.

Uno (2011: 26) argued that the learning model's success through role-playing depends on the role-playing quality (enactment) followed by an analysis. Besides, it also depends on students' perceptions of the role they play in real-life situations. The role-playing procedure consists of nine steps, namely (1) warming up, (2) selecting participants, (3) preparing the observer, (4) setting the stage, (5) playing the role (gig), (6) discussion and evaluation, (7) playing the role again (re-performing), (8) discussion and second evaluation, and (9) sharing experiences and conclusions (Uno, 2011: 26). According to Huda (2013: 116-117), the role-playing learning model has nine steps which are carried out with the following steps: (1) the first stage, starting with warming up the group atmosphere, (2) the second stage, participant selection, (3) setting the setting, (4) preparation for selecting students as observers, (5) acting,
(6) discussion and evaluation, (7) re-enactment, (8) discussion and evaluation, (9) sharing and generalizing experiences.

Based on some of the opinions presented above, the procedure for implementing the role-playing method referred to in this study consists of seven steps, namely (1) warming up, (2) selecting participants, (3) preparing observers, (4) arranging stage, (5) playing a role (gig), (6) discussion and evaluation, (7) sharing experiences and conclusions.

According to Kadir and Asrohah (2014: 1), thematic learning is a learning program that originates from a particular theme/topic and is then elaborated on various aspects or reviewed based on the subjects' perspective taught. Integrated thematic learning means learning that is packaged in themes based on integrated and integrated learning content (Rusman, 2015: 139). Thus, thematic learning is learning in which various subject contents are combined to create a theme according to the perspective of the subjects being taught.

According to the Ministry of Education and Culture (2009: 193), the objectives of thematic learning are (a) focusing on one particular theme or topic, (b) learning knowledge and developing various competences of subjects in the same theme, (c) having a deeper understanding of the subject matter and memorable, (d) develop better language competence by linking various other subjects with students’ personal experiences, (e) being more enthusiastic about learning because they can communicate in real situations, such as: telling stories, asking questions, writing as well as learning other subjects, (f) feel more about the benefits and meaning of learning because the material is presented in the context of a clear theme, (g) the teacher can save time, because subjects that are presented in an integrated manner can be prepared at once and given in 2 or 3 meetings or even more and / or enrichment, and (h) character and morals of students can be nurtured by raising a number of moral values character in accordance with the situation and conditions.

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22 of 2016 concerning Primary and Secondary Education Process Standards explains that the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP is developed from the syllabus to direct students' learning activities to achieve Basic Competence (KD). RPP is prepared based on KD or sub-themes, which are held in one or more meetings. The RPP component includes several things, namely as follows.

1. School identity, namely the name of the educational unit;
2. Identity of subjects or themes / sub-themes;
3. Class/semester;
4. Main material;
5. The time allocation is determined according to the needs for achieving basic competency and learning load by considering the number of lessons available in the syllabus and KD that must be achieved;
6. Learning objectives are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills;
7. Basic competencies and indicators of competency achievement;
8. Learning materials containing facts, concepts, principles, and procedures that are relevant and written in the form of items in accordance with the formulation of indicators of competency achievement;
9. Educators use learning methods to create an atmosphere of learning and the learning process so that students achieve basic competency in accordance with the characteristics of students and the basic competencies to be achieved;
10. Learning media, in the form of aids for the learning process to deliver subject matter;
11. Learning sources can be in the form of books, print and electronic media, natural surroundings, or other relevant learning sources;
12. The learning steps are carried out through preliminary, core, and closing stages; and
Assessment of learning outcomes.

Effective learning is learning that provides learning opportunities by yourself or doing activities on your own. The learning process carried out in the classroom is an activity to transform knowledge, attitudes, and skills (Yamin, 2007: 75). Activities are very important principles in teaching and learning interactions (Sardiman, 2006: 96). When learning takes place, students can provide feedback to the teacher.

Sardiman (2006: 100) stated that learning activities are activities that are both physical and mental. In learning activities, the two are related. Hamalik (2009: 179) states that learning activities are activities carried out by students in learning activities. Learning activities can be realized if students are actively involved in learning. Yamin (2007: 82) defined active learning as a human effort to build knowledge within himself.

Learning will produce a change and increase in abilities, knowledge, and skills in students. Students can explore their abilities with curiosity so that the interactions that occur will become experiences and the desire to know something new.

Based on the above opinion, it can be concluded that learning activities are activities or actions both physically and mentally carried out by individuals to build knowledge and skills in learning activities. Learning activities will make learning effective. Teachers do not only convey knowledge and skills. However, the teacher must be able to bring students to be active in learning.

According to Sardiman (2006: 100), learning activities include physical and mental activities. In learning activities, the two activities must be linked. Students’ learning activities are very complex. Paul B. Diedrich (Sardiman, 2006: 101) stated that student activities are classified as (a) visual activities, (b) oral activities, (c) listening activities, (d) writing activities, (e) motor activities, (f) mental activities, and (g) emotional activities.

Student activities in learning activities are important. The existence of student activities in learning activities brings great value to learning. Maximum learning activities will show that learning is going well and optimally, so learning is of higher quality.

According to Hamalik (2011: 175), the use of the principle of activity provides great value for learning, namely (a) students seek their own experiences and experience themselves directly in learning, (b) doing themselves will develop all personal aspects of students integrally, (c) fostering cooperation between students so that students can work well and harmoniously, (d) students work according to their interests and abilities, (e) fostering the creation of classroom discipline and a democratic learning atmosphere, (f) strengthening the relationship between school and society, and the relationship between parents and teachers, (g) teaching is organized to develop students’ understanding and critical thinking, and (h) teaching in schools becomes alive with student activities.

Research Method

The study was a qualitative descriptive study, namely study intended to understand what is experienced by the study subjects producing descriptive data in written or spoken words from people and observed behavior (Moleong, 2012: 6). In this study, study subjects’ presence had two functions, namely the first function as an instrument or tool from the beginning to the end of the study. As an instrument, study subjects collected data, analyzed data, presented data, and verified and concluded data. While the second function was as an evaluator, the study evaluator evaluated during the study implementation to remain on the goals’ path to be achieved. Thus the study evaluator evaluated the course of the study from beginning to end. According to Arikunto (2013: 172), ”what is meant by data sources is the subject from which data can be obtained.” In this study, the authors used data sources as stated by Sugiyono (2016: 193), ”When viewed from the data source, data collection can use primary and secondary sources. In this study, data sources were primary data sources, namely data sources that directly provide data to data
collectors. This primary data source in this study was a learning tool in three lesson plans compiled by the classroom teacher. The study procedure used in this study used a flow consisting of planning, implementing, analysis. This study’s data collection technique was direct observation techniques with data collection tools in observation sheets. The study’s data analysis was carried out by following the data analysis flow developed by Miles and Hubberman (1992: 15-20). The analysis activity began with data collection, data reduction, data presentation, and conclusion/verification.

Result and Discussion

Result

The study aimed to describe the application of the role-playing method in thematic learning to improve students’ learning activities by focusing on the learning implementation plan, which referred to Permendikbud number 22 of 2016 concerning process standards. The study data source was the teacher’s lesson plan for three meetings on Theme 2 (Playing in My Neighborhood) Sub-Theme 2 (Playing at a Learning Friend’s House). To describe the preparation of a thematic learning implementation plan using the role-playing method, observation, interview, and document scrutiny (communication studies) are done. Based on these activities, the study results regarding thematic learning using the role-playing method are described as follows.

Results of Learning Implementation Plan Analysis 1

RPP identities consist of school identities, subject identities or themes / sub-themes, class/semester, and subject matter. The identity in the lesson plan is written completely and sequentially. Writing Core Competency (KI) is in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies.

Basic competencies are written in full in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies (KD). The competency achievement indicators in this lesson plan were in accordance with KD and used operational verbs. The number of indicators was the same as the number of KD. Indicators are in accordance with aspects of knowledge and skills. Some of the learning objectives are in accordance with the indicators of competency achievement. However, in this lesson plan in the 3rd learning objective, there was a difference between operational verbs and indicators. Some of the learning objectives contain elements of the audience, behavior, condition, degree (ABCD). However, there was no degree in the 5th learning objective.

The subject in this lesson plan only wrote the lesson’s subject matter, which was not detailed in the appendix. Teaching materials did not contain facts, principles, and procedures relevant to achieving the desired learning objectives. According to the theme being implemented, the subject matter could be seen from the written subject, but there are no details. The subject matter was not in accordance with the time allocation because there was no detailed learning material, so that it cannot see the time allocation used.

The methods used in this lesson plan were role-playing, question and answer, demonstration, and assignment methods. The media in this lesson plan were (1) a picture of a series of head and hand movements, a video of hand and head movements, (2) a picture of “Beni and friends picking guava,” (3) the text of “Picking Guava at Udin’s House,” (4) conversational text for role-playing, and (5) PowerPoint slides, LCD, speaker, and laptop. Learning resources in this lesson plan consisted of student books, teacher books, and companion books. Another learning resource included was a video about the environment.
The learning steps in this lesson plan contained the core and closing preliminary activities. The results of the analysis of the learning steps in this lesson plan are as follows. Preliminary activities in this lesson plan prepared students psychologically, shown by the nature of prayer. Students were invited to yell as motivation. Teachers gave apperception. Students were given questions that can explore students’ initial knowledge. Students were also directed to know the learning objectives to be achieved. The core activities in this lesson plan had shown the use of the role-playing method. It could be seen from the sequence of learning activities carried out, namely (1) forming groups to play roles, (2) sharing conversational texts, (3) each group being assigned to divide roles, (4) the teacher giving examples of how to play roles, (5) each group was given time to practice, (6) the teacher checked the readiness of each group, and (7) each group appeared to act out the assigned task, the other group observes. This lesson plan closing activity contained conclusions from learning, questions and answers to find out the relevance of the material, reflections on the learning that has been done, closing prayers, and greetings.

This RPP assessment included an assessment of attitudes, knowledge, and skills. The assessment section was complete in writing. For attitude assessment, there was already a table to assess the attitude to be observed. The knowledge and skills assessment section was complete, including scoring guidelines and scoring rubrics.

Results of Learning Implementation Plan Analysis 2

RPP identities consist of school identities, subject identities or themes / sub-themes, class/semester, and subject matter. The identity in the lesson plan was written completely and sequentially. Writing KI is in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies. Basic competencies are written in full in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies. The competency achievement indicators in this lesson plan were in accordance with KD and used operational verbs. The number of indicators is the same as the number of KD. Indicators are in accordance with aspects of knowledge and skills. The learning objectives are in accordance with the indicators of competency achievement. The learning objectives contain elements of the audience, behavior, condition, degree (ABCD).

The subject matter in this lesson plan only wrote the lesson’s subject matter, which is not detailed in the appendix. Teaching materials did not contain facts, principles, and procedures relevant to achieving the desired learning objectives. According to the theme being implemented, the subject matter can be seen from the written subject, but there were no details. The subject matter was not in accordance with the allocation of time because there was no detailed learning material, so that it cannot see the allocation of time used.

The methods used in this lesson plan were role-playing, question and answer, demonstration, and assignment methods. In this second lesson plan, the teacher did not write learning media and learning resources.

The learning steps in this lesson plan contained the core and closing preliminary activities. The analysis result of the learning steps in this lesson plan was as follows. Preliminary activities in this lesson plan prepare students psychologically, shown by the nature of prayer. Students were invited to yell as motivation. Teachers gave apperception. Students were given questions that can explore students’ initial knowledge. Students were also directed to know the learning objectives to be achieved. The core activities in this lesson plan had shown the use of the role-playing method. This can be seen from the sequence of learning activities carried out, namely (1) forming groups to play roles, (2) sharing conversational texts, (3) each group being assigned to divide roles, (4) the teacher giving examples of how to play roles, (5) each group was given time to practice, (6) the teacher checked the readiness of each group, and
Results of Learning Implementation Plan Analysis 3

RPP identities consisted of school identities, subject identities or themes/sub-themes, class/semester, and subject matter. The identity in the lesson plan was written completely and sequentially. Writing KI is in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies. Basic competencies are written in full in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies. The competency achievement indicators in this lesson plan were in accordance with KD and used operational verbs. The number of indicators is the same as the number of KD. Indicators are in accordance with aspects of knowledge and skills.

The learning objectives are in accordance with the indicators of competency achievement. The learning objectives contain elements of the audience, behavior, condition, degree (ABCD). The subject matter in this lesson plan only wrote the lesson’s subject matter, which was not detailed in the appendix. Teaching materials did not contain facts, principles, and procedures relevant to achieving the desired learning objectives. According to the theme being implemented, the subject matter can be seen from the written subject, but there were no details. The subject matter was not in accordance with the time allocation because there was no detailed learning material, so that it cannot see the allocation of time used.

The method used in this lesson plan was role-playing, question, and answer, demonstration, and assignments. The media in this lesson plan were (1) pictures of playing soccer, (2) images of the text of the conversation between Beni and Lani, and (3) text "Soccer." Learning resources in this lesson plan consisted of student books, teacher books, and companion books.

The learning steps in this lesson plan contained the preliminary, core, and closing activities. The results of the analysis of the learning steps in this lesson plan are as follows. Preliminary activities in this lesson plan prepared students psychologically, shown by the nature of prayer. Students were invited to yell as motivation. Teachers gave apperception. Students were given questions that could explore students’ initial knowledge. Students were also directed to know the learning objectives to be achieved. The core activities in this lesson plan have shown the use of the role-playing method. This can be seen from the sequence of learning activities carried out, namely (1) forming groups to play roles, (2) sharing conversational texts, (3) each group being assigned to divide roles, (4) the teacher giving examples of how to play roles, (5) each group was given time to practice, (6) the teacher checked the readiness of each group, and (7) each group appeared to act out the assigned task, the other group observed. This lesson plan closing activity contained conclusions from learning, questions and answers to find out the relevance of the material, reflections on the learning done, closing prayers, and greetings.

This RPP assessment included an assessment of attitudes, knowledge, and skills. The assessment section was complete in writing. For attitude assessment, there was already a table to assess the attitude to be observed. The knowledge and skills assessment section was complete, including scoring guidelines and scoring rubrics.
Discussion

The discussion regarding the results of the study is described as follows. First, the identity RPP was complete. The systematics of RPP identity, according to Permendikbud number 22 of 2016, consists of the name of the educational unit, theme / sub-theme, class/semester, subject matter, and time allocation. The main material in the lesson plan was written with the lesson content. Referring to Permendikbud number 22 of 2016, the identity of the RPP is written with the main material.

Second, Core Competencies (KI). Core competence is a categorical description of competence in attitudes, knowledge, and skills students must learn. The writing of KI must be in accordance with Permendikbud number 37 of 2018. The writing of KI in this RPP was in accordance with the regulations on KI-2 and KI-3. Based on Permendikbud number 37 of 2018 (2018: 8), KI-1 is a formulation of a spiritual attitude that reads “accept, carry out and respect the teachings of the religion they adhere to.” KI-2 is a social attitude competency that says, "show honest behavior, discipline, responsibility, courtesy, care and confidence in interacting with family, friends, teachers, and neighbors." These two competencies are achieved through indirect learning, namely modeling, habituation, and school culture. KI-3 is a knowledge competency formula that reads, "Understanding factual knowledge by observing hearing, seeing, reading and asking questions based on curiosity about himself, God’s creatures and their activities, and objects he finds at home, school and play area. Then KI-4 is a skill competency that reads, "Presenting factual knowledge in a clear, systematic and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behavior of children who are faithful and have noble character."

Third, Basic Competence (KD) and competency achievement indicators. Basic competence is a number of abilities that students must have in certain subjects to develop competency indicators. KD in the RPP was in accordance with Permendikbud number 37 of 2018. KD used in this RPP for Indonesian language used KD 3.9 and 4.9, Natural Science used KD 3.4, and 4.4, Cultural Arts and Craft used KD 3.1 and 4.1, Pancasila and Citizenship Education used KD 3.3 and 4.3, social science used KD 3.3 and 4.3. Formulation of indicators in accordance with basic competencies. Each indicator must contain an operational verb that can be measured. It is emphasized by Abidin (2014: 299), which stated, "The achievement indicators must be measurable, so it is advisable to use operational verbs that can be observed and measured including attitudes, skills, and knowledge." However, not all operational verbs match the skill aspect. Like the operational word "to present," which should be written as "to demonstrate." It is supported by Bloom’s Taxonomy. In the psychomotor domain of verbs, there is no present verb but a demonstration verb.

Fourth, the formulation of learning objectives was not fully in accordance with the indicators. It is not completely appropriate because there are differences in operational verbs on indicators and learning objectives. It is supported by Abidin (2014: 300), which states, "Learning objectives must be developed in line with the core competencies, basic competencies, and indicators required in the curriculum." The learning objectives in this lesson plan do not fully pay attention to the rules for preparing learning objectives known as A, B, C, D. Degree in some objectives is not quantitative, so the measurement is not clear. Some of these objectives use a qualitative scale with unclear details for each level. It is supported by the opinion of Abidin (2014: 300), which stated that the determination of the degree should use a quantitative scale so that the measurement is clear, but if it cannot be stated with a quantitative scale. Using a qualitative scale with a clear note that the indicators that distinguished each level must be clear.

Fifth, teaching materials did not contain facts, principles, concepts, and procedures. It was because the whole lesson plan only included the subject matter of the teaching material. It
was not in accordance with the integrative learning material in elementary schools. It was supported by Abidin (2014: 301), which stated that the learning material must be systematic, it should be written completely, although it is not complete in the RPP, a complete explanation should be written attached. It is an important note in preparing lesson plans, teachers should make teaching materials based on learning objectives, not only relying on student books.

Sixth, the learning method in the written lesson plan was in accordance with what was implemented. Teachers were also biased to distinguish between learning methods and techniques. It was supported by the statement of Abidin (2014: 301), lectures, questions and answers, discussions, assignments are not learning methods but learning techniques because they do not reflect the procedures and stages of learning.

Seventh, writing media, learning tools, and resources. Learning media should not be integrated with learning tools. According to Sadiman (2014: 7), the media should be seen, heard, and read. At the same time, a tool is just a set of objects. Learning resources have been written in full, such as the identity of the title, author, publisher, city of publication, and year of publication.

Eighth, models and approaches. The model analyzed in this lesson plan was the role-playing method. In the RPP, there were components and steps to the role-playing method. The role-playing procedure consists of nine steps, namely (1) warming up, (2) selecting participants, (3) preparing the observer, (4) setting the stage, (5) playing the role (gig), (6) discussion and evaluation, (7) playing the role again (re-performing), (8) discussion and second evaluation, and (9) sharing experiences and conclusions (Uno, 2011: 26).

Ninth, the steps in this lesson plan were in accordance with the model used. It was in accordance with the statement of Yunus Abidin (2014: 302), which stated that the written learning stage must reflect the stages of the learning method or model used.

Tenth, the assessment in this RPP was in accordance with Permendikbud number 22 of 2016 concerning prores standards. Assessment, according to Permendikbud number 22 of 2016, uses an authentic assessment approach. The RPP also included planning for improvement (remedial) and enrichment programs. However, in the lesson plan assessment, some lesson plans did not contain a knowledge assessment grid and attitude assessment indicators.

Conclusion and Suggestion

Conclusion

Based on the study that had been done, it can be concluded that the lesson plan has used the role-playing method. This could be seen from the learning activities in the RPP. In particular, it can be inferred (1) the identity of the complete written RPP preparation. Systematics of RPP identity according to Permendikbud number 22 of 2016, (2) writing of KI must be in accordance with Permendikbud number 37 of 2018, (3) KD in the overall RPP is in accordance with Permendikbud number 37 of 2018, (4) the formulation of learning objectives is not yet fully in accordance with indicators, (5) teaching material does not contain facts, conceptual principles, and procedures, because the entire lesson plan only includes the subject matter of the teaching material, (6) the learning method in the written lesson plan is in accordance with what is implemented, (7) writing media, tools and learning resources some are not written completely, (8) the method analyzed in this lesson plan is the role-playing method. In the RPP, there are components and steps to the role-playing method. The role-playing procedure consists of nine steps, namely warming up, selecting participants, preparing observers, arranging the stage, playing a role (gig), discussing and evaluating, playing the role again (re-performing), discussion and second evaluation, and sharing experiences and conclusions, (9) the steps in this RPP are in accordance with the model used, and (10) the assessment in this RPP is in accordance with Permendikbud number 22 of 2016 concerning prores standards. Assessment, according to Permendikbud number 22 of 2016, uses an
authentic assessment approach. The RPP also includes planning for improvement (remedial) and enrichment programs. However, in the lesson plan assessment, some lesson plans do not contain a knowledge assessment grid and attitude assessment indicators.

**Suggestion**

Based on the study results’ findings, it can be suggested (1) the preparation of a learning implementation plan in accordance with the provisions needs to be done by a teacher. In compiling it, the teacher should follow the rules that have been set, and (2) when he has determined the learning method to be used, the teacher should refer to the existing theory and follow the steps in the territory.

**References**


