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THEMATIC LEARNING ACTIVITIES WITH THE ROLEPLAY METHOD FOR STUDENTS IN ELEMENTARY SCHOOL

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Abstract

The problems faced in learning, students are less enthusiastic about participating in learning and are very bored and do not have a passion for learning. It is because teachers teach using conventional methods that are boring for students. The problem in this study was, "Is there an increase in thematic learning activities using the role-playing method in state elementary school students 14 Batu Nanta Melawi District? The basis of the country 14 Batu Nanta Melawi Regency. The population of this study was 20 grade 5 elementary school students in Melawi Regency, consisting of 12 men and eight women. The method used was descriptive with a qualitative approach. Data collection was used by observation. The research tools used were lesson plans, implementation, and evaluation, student learning activity sheets. The results of data analysis showed that student learning activities showed improvement. Mental activity in the first cycle was 88.89%, and in the second cycle 94.44%, mental activity in the first cycle was 48.88%, and in the second cycle, 68.88%, emotional activity in the first cycle was 48.88% and the second cycle was 75.54%. Thus it could be concluded that the role-playing method could increased the learning activities of students in class V of the State Elementary School 14 Batu Nanta, Melawi Regency.

Keywords: Activities, Role Playing, Thematic Learning

Introduction

Learning Activities is a process of change in personality in the form of skills, attitudes, habits, and intelligence that is permanent in behavior that occurs as a result of practice or experience. Learning is the process of interaction between children and children, children with learning resources, and children with educators. Learning activities are meaningful if carried out in a comfortable environment, and provide a sense of security, are individual and contextual; children experience the learning directly. Involvement of students in the active learning process so that students gain direct experience and are trained to be able to find a variety of knowledge that they learn. Learning that uses themes to link several subjects to provide meaningful experiences to students is thematic learning where students will more easily focus on one theme, and understanding of one material will be more basic and memorable. In this class action research, the researcher will discuss thematic learning with role-playing methods in class II students. With the role-playing method, as a teacher, as well as researchers hope that in learning, the activities of students will be better, and students do not feel bored with the material presented by the teacher and can improve student learning achievement. Researchers hope that the material delivered in classroom learning can have a

positive impact and can provide benefits for students, the community, the nation, and the country in general, in addition to increasing achievement in the students themselves.

However, the reality in the field that researchers face in learning students is less enthusiastic in participating in learning and is very bored and does not have a passion for learning. Teachers are expected to be able to create the right atmosphere and learning methods in learning. The teacher has a thousand kinds of one way to create learning activities that are fun, exciting, and not bored in learning so that students are excited. Thematic learning is a lesson that combines all subjects in one theme, so the teacher can link one subject to another subject so that students are enthusiastic about learning. Even sometimes children come to school just playing and playing, the enthusiasm for learning is very lacking. However, It was not apart from the attention of parents who are lacking because they are busy working, so parents fully trust the school to educate their children in school. So we all teachers in SDN 14 Batu Nanta, Melawi Regency, are trying to make the students feel happy when they take lessons in school.

For that, the alternative learning that is presented to students here is thematic learning using the role-playing method. It is expected that active and passionate students participate in learning in the classroom so that the government hopes can be realized. In accordance with article 3 of the Republic of Indonesia Law No. 20 of 2003 concerning the National Education system to develop capabilities and shape the character and civilization of a dignified nation in order to reflect the life of the nation, aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become democratic citizens and responsible citizens.

Based on the explanation above and the title above, the title of the general problem in this study is: Is there an increase in thematic learning activities by using the role-playing method in grade V students of 14 elementary schools in Batu Nanta ?. With sub-problems as follows: 1) how is the thematic learning implementation plan using the role-playing method for grade V students of 14 primary schools in Batu Nanta? 14 Batu Nanta ?, 4) Is there an increase in learning activities using the role-playing method in grade V students of 14 elementary schools in Batu Nanta?

The purpose of this study is to describe the thematic learning planning using the role-playing method in grade V students of SDN 14 Batu Nanta, describing the implementation of thematic learning by using the role-playing method in grade V students of SDN 14 Batu Nanta, describing the evaluation of thematic learning using the play method the role of students in grade V SDN 14 Batu Nanta, describing the improvement of thematic learning activities using the role-playing method in class V students of SDN 14 Batu.

Research Method

The research method used in this study was a discursive method. Discrete research was telling and interpreting data relating to facts, circumstances, variables, and phenomena that occur when the research takes place and convey what it is (Moleong, 2008: 89). The form of research to be conducted was classroom action research conducted in the classroom for two cycles. The nature of the research was collaborative, involving other teachers as observers in the class. Other teachers, as observers, were called collaborators. Observation also used teacher and student observation sheets. Classroom action research was carried out at the school, namely SDN 14 Batu Nanta, Melawi Regency. The subjects of this study were teachers who taught in class V and Class V students, amounting to 20 people, eight women, and 12 men. The research procedure was carried out in Vth at SDN 14 Batu Nanta, Melawi Regency, in Vth grade, with a total of 20 students. It would be carried out in a cycle, each cycle consisting of four activities, namely an activity plan, action implementation, observation, and reflection,

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according to Suharsimi Arikunto (2009: 16). Data collection techniques used were direct observation and measurement techniques. Data collection tools used were observation sheets.

Results and Discussion

Table 1 Teacher Performance Assessment Instruments (Ability to Arrange Learning Plans)
Cycle I

No.	Aspects Observed	Score			
		1	2	3	4
A. Formulation of Learning Objectives					
1	Clarity of formula			3	
2	Completeness of the scope of the formula			3	
3	Conformity with basic competencies				4
Average Score A=				3,33	
B Selection and Organizing Teaching Materials					
1	Conformity with learning objectives				4
2	Conformity with the characteristics of students			3	
3	Crep and systematic matter.			3	
4	The suitability of the material with the allocation of time			3	
Average Score B=				3,25	
C Selection of Learning Resources / Learning Media					
1	The suitability of learning resources / learning media with learning objectives			3	
2	The suitability of learning resources / learning media with learning materials				4
3	The suitability of learning resources/learning materials with the characteristics of students			3	
Average Score C=				3,25	
D Scenarios / Learning Activities					
1	The suitability of strategies and methods with learning objectives			3	
2	The suitability of strategies and methods with learning material			3	
3	The suitability of strategies and methods with the characteristics of students			3	
4	Completeness of steps in each learning phase and suitability with time allocation			3	
Average Score D=				3	
Total Score A+B+C+D=				12,58	
Average Score IPKG 1				3,20	

Table 2. Teacher Performance Assessment Instruments (Ability to Conduct Learning) Cycle I

		Performance/Score			
No	Aspects observed	1	2	3	4
I	LEARNING PREPARATION				
1	Room readiness, tools, and learning media			3	
2	Checking Student Readiness				4
Average Score I =				3,5	
II	OPEN LEARNING				
1	Conduct apperception activities			3	
2	Delivering competencies (goals) to be achieved and a plan of activities				3
Average Score II =				3	
III	LEARNING CORE ACTIVITIES				

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A	Mastery of Learning Materials	
1	Demonstrate mastery of learning material	4
2	Linking material with relevant knowledge	3
3	Delivering material according to the learning hierarchy	3
4	Linking matter to the reality of life	3
Average Score A=		3,25
B	Learning Approach / Strategy	
1	Carry out learning in accordance with the competencies (goals) to be achieved	4
2	Carry out learning in accordance with the level of development and needs of students	4
3	Implement learning coherently	3
4	Mastering class	4
5	Carry out contextual learning	3
6	Carry out learning that allows for positive habits	4
7	Carry out learning in accordance with the time allocated	3
Average Score B=		
C	Utilization of Learning Media / Learning Resources	
1	Demonstrate skills in media use	3
2	Generate interesting messages	3
3	Use the media effectively and efficiently.	3
4	Utilizing students in the use of media	4
Average Score C =		3,25
D	Learning that triggers and maintains student involvement	
1	Foster active participation of students in learning	3
2	Respond positively to student participation	4
3	Facilitating the interaction of teachers, students, and learning resources	3
4	Shows an open attitude towards students' responses	3
5	Shows conducive interpersonal relationships	3
6	Cultivate the joy and enthusiasm of students in learning	4
Average Score D =		3,33
E	Special Learning Skills in Elementary Schools	
Thematic		
a.	Apply thematic learning through direct experience	3
b.	Interacting role-playing skills in the theme of harmonious life	3
Average Score E =		3
Total Average Score (A + B + C + D + E) =		16,24

Average Score III =		3,10
IV	CLOSING	
1	Reflecting learning by involving students	3
2	Compile a summary by involving students	3
3	Carry out follow up	3
Average Score IV =		3
Total Score (I + II + III + IV) =		12,60
Average Score IPKG 2		3,15

The learning activities carried out are centered on the students, the learning was carried out in a contextual manner in which the students learn in pleasant circumstances. In the implementation of this learning, teachers only direct and provide motivation and guide students.

Table 3 Guidelines for Observation of Students' Learning Activities

No	Meeting	Cycle I	
		Number of students	Percentage (%)
Physical activity			
1	Listen to the teacher's explanation about role playing	5	55,55%
2	Pay attention to the role-playing examples presented by the teacher	9	100%
3	Divide groups	9	100%
4	Distribute role play scripts	9	100%
Mental Activity			
1	Play a role	9	100%
2	Read the script correctly	4	44,44%
3	Communicate with role-playing with sentiments	3	33,33%
4	Discuss with friends the group activities that have been carried out	4	44,44%
5	Answer the question	2	22,22%
Emotional Activity			
1	Enthusiastic role play	6	66,66%
2	Dare to appear to play the role	5	55,55%
3	Good sentiment	2	22,22%
4	Responsible	4	44,44%
5	discipline	5	55,55%
Total			844,4
Average			64,95%

In Observation Cycle I, an observer made observations and recorded several things about the activities of students in Thematic learning in class V, amounting to 20 students, shown in the table above, but some unique things happened in students when conducting experiments

1. Students feel happy when told to appear to play roles
2. Students feel happy when reading the script playing the role while occasionally glancing at his friend and smiling
3. Learners feel proud and can mutually demonstrate their ability to play roles.

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Table 4 Instrument Assessment of Teacher Performance (Ability to Arrange Learning Implementation Plan) Cycle I

No.	Aspects Observed	Score			
		1	2	3	4
A. Formulation of Learning Objectives					
1	Clarity of Formulation				4
2	Completeness of the Scope of the Formulation			3	
3	Conformity with Basic Competencies				4
Average Score A=			3,66		
B Selection and Organizing Teaching Materials					
1	Compliance with Learning Objectives				4
2	Conformity With Student Characteristics				4
3	Teal and Systematic Material				4
4	Conformity of Material and Time Allocation				4
Average Score B=			4		
C Selection of Learning Resources / Learning Media					
1	Suitability of Learning Resources / Learning Media With Learning Objectives			3	
2	Conformity of Learning Resources / Learning Media with Learning Materials				4
3	Suitability of Learning Resources / Learning Materials With Characteristics of Students				4
Average Score C=			3,66		
D Learning Activities/Scenarios					
1	The Suitability of Strategies and Methods with Learning Objectives				4
2	The Suitability of Strategies and Methods with Learning Materials				4
3	Conformity of Strategies and Methods with Characteristics of Students				4
4	Completeness of steps in each learning phase and suitability with time allocation			3	
Average Score D=			3,75		
Total Score A+B+C+D=			15,07		
Average Score			3,76		

Table 5 Teacher Performance Assessment Instruments (Ability to Conduct Learning) Cycle II

		Perfomance/ Score			
		1	2	3	4
No	Aspects observed				
I	LEARNING PREPARATION				
1	Room readiness, tools, and learning media				4
2	Checking Student Readiness				4
Average Score I =				4	
II	OPEN LEARNING				
1	Conduct apperception activities				4
2	Delivering competencies (goals) to be achieved and a plan of activities				4
Average Score II =				4	
III	LEARNING CORE ACTIVITIES				
A	Mastery of Learning Materials				

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1	Demonstrate mastery of learning material	4
2	Linking material with relevant knowledge	4
3	Delivering material according to the learning hierarchy	3
4	Linking matter to the reality of life	4
Average Score A=		3,75
B	Learning Approach / Strategy	
1	Carry out learning in accordance with the competencies (goals) to be achieved	4
2	Carry out learning in accordance with the level of development and needs of students	4
3	Implement learning coherently	4
4	Mastering class	4
5	Carry out contextual learning	3
6	Carry out learning that allows for positive habits	4
7	Carry out learning in accordance with the time allocated	4
Average Score B=		3,85
C	Utilization of Learning Media / Learning Resources	
1	Demonstrate skills in media use	3
2	Generate interesting messages	4
3	Use media effectively and efficiently	4
4	Utilizing students in the use of media	4
Average Score C =		3,75
D	Learning that triggers and maintains student involvement	
1	Foster active participation of students in learning	4
2	Respond positively to student participation	4
3	Facilitating the interaction of teachers, students, and learning resources	4
4	Shows an open attitude towards students' responses	4
5	Shows conducive interpersonal relationships	4
6	Cultivate the joy and enthusiasm of students in learning	4
Average Score D =		4
E	Special Learning Skills in Thematic Elementary Schools	
1.	Apply thematic learning through direct experience	4
2.	Interacting role-playing skills	3
Average Score E =		3,5
Total Average Score (A + B + C + D + E) =		18,85
Average Score III =		3,77
IV	CLOSING	
1	Reflecting learning by involving students	4
2	Compile a summary by involving students	4

3	Carry out follow up	4
Average Score IV =		4
Total Score (I + II + III + IV) =		15,77
Average Score		3,94

Table 6. Observation Guidelines for Student Learning Activities Actions in Cycle II

No		Meeting	Cycle I	
			Number of students	Percentage (%)
Physical activity				
1	Listen to the teacher's explanation about role playing	7	77,77%	
2	Pay attention to the role-playing examples presented by the teacher	9	100%	
3	Divide groups	9	100%	
4	Distribute role play scripts	9	100%	
Mental Activity				
1	Roleplaying	9	100%	
2	Read the script correctly	7	77,77%	
3	Communicate with role-playing with sentiments	5	55,55%	
4	Discuss with friends the group activities that have been carried out	6	66,66%	
5	Answer the question	4	44,44%	
Emotional Activity				
1	Enthusiastic role play	8	88,88%	
2	Dare to appear to play the role	7	77,77%	
3	Good sentiment	5	55,55%	
4	to be responsible	6	66,66%	
5	discipline	8	88,88%	
Total			1099,99	
Average			78,56%	

In Cycle II, there was a significant increase in the learning activities of students in thematic learning can be seen in the table above. In cycle II, there were still deficiencies that occur in the learning process. However, the deficiencies that occur do not discourage students from remaining active and even more active when compared to cycle I. For example, students who were shy in playing the role of cycle II were not shy anymore. Students were also active in participating in their role-playing activities more enthusiastically.

Discussion

The activities of students during the teaching and learning process is one indicator of the desire of students to learn. According to Oemar Hamalik (2000: 28), learning is "A process of changing individual behavior through interaction with the environment." These aspects of behavior are knowledge, understanding, habits, skills, appreciation, emotional, social, physical, ethical, or ethical behavior, and attitude. While Sardiman A.M. (2003: 22) stated, "learning is a process of interaction between human beings and their environment that may be personal, facts, concepts or theories."

Learning activities were all activities carried out in the process of interaction (teachers and students) in order to achieve goals. Activities intended here, the emphasis was on physical

activity, mental activity, and emotional activity in students because, with the activity of students in the learning process, an active learning situation was created.

Based on the results of assessments that have been made during the learning planning of learning activities of students from observations of cycle I and cycle II using the role-playing method and by using the applicable lesson plans in accordance with the 2013 curriculum.

Based on the results of classroom action research in using the role-playing method can improve teacher performance in implementing learning in class V students of SDN 14 Batu Nanta. It can be seen that an increase in each cycle was always increasing. Thus the scenario developed with collaborators and researchers could provide good benefits for improving learning for teachers and increasing student activity. Because in the implementation of learning using the role-play method was based on the 2013 curriculum. Recapitulation of the Thematic Learning Activity Results using the role-playing method.

Table 7. Recapitulation of Thematic Learning Activity Results for Students V Grade SDN 14 Batu Nanta Cycle I and Cycle II

No	Indicators that must be observed	Results of Student learning activities	
		Cycle I	Cycle II
1	Physical Activity	88,89 %	94,44%
2	Mental Activity	48,88%	68,88%
3	Emotional Activity	48,88%	75,54%
Average Percentage		64,95%	79,62%

Learning activities in Thematic learning at SDN 14 Batu Nanta after using the role-playing method had increased although not yet 100%. From the results of classroom action research using the role-playing method could increased student activity in learning and make it easier for students to understand the subject matter. It could be seen in the following explanation:

1. Recapitulation of the ability of teachers to plan in cycle I (3.20), second cycle (3.76)
2. Recapitulation of learning cycle I (3.15) in cycle II (3.94)
3. Recapitulation of the activities of students in the first cycle reached 64.95% while in the second cycle achieved a score of 79.62%

From the recapitulation results of cycle I to cycle II, there was always an increase. Thus the scenario that was arranged together with collaborators and researchers can provide excellent benefits for increasing student learning activities and teaching activities in teaching and learning activities. Based on the description above, it showed that the implementation of the thematic learning process by using the role-playing method could increased the learning activities of students in Vth grade at SDN 14 Batu Nanta, Melawi Regency.

Conclusions and Suggestions

Conclusions

Based on the results of the study, a general conclusion could be drawn that the role-playing method could be applied to the thematic learning process in Vth grade students of SDN 14 Batu Nanta. While the specific conclusions of the results of research carried out in class for two cycles were as follows:

1. Develop a thematic learning implementation plan using the role-playing method for Vth grade students of SDN 14 Batu Nanta in cycle I and cycle II, according to Government Regulation No. 20 of 2013 concerning the national education system.

2. Thematic learning implementation using the role-playing method in Vth grade students of SDN 14 Batu Nanta in cycle I and cycle II had been centered on students. Learning was carried out in a contextual, integrated Mann, and a pleasant atmosphere.
3. There was an increase in students' physical activity in Thematic learning by using the role-playing method in grade V students of SDN 14 Batu Nanta in the first cycle 88.89% while the second cycle 94.44%, there was an increase in the mental activity of students in thematic learning with using the role-playing method in Vth students of SDN 14 Batu Nanta in the first cycle 48.88%, while the second cycle 68.88%, there was an increase in students' emotional activity in thematic learning by using the role-playing method in Vth grade students of SDN 14 Nanta Stone in the first cycle was 48.88%, while in the second cycle was 75.54%.

Suggestion

In improving the implementation of the next action and increasing the learning activities of students, the researcher proposed some suggestions that we hope we can do together, the following suggestions:

1. The results of this researcher were expected to be used as an evaluation and introspection tool for teachers in correcting the lack of learning activities and providing ideas to improve the quality of education.
2. The teachers could choose media, methods, strategies, or approaches in delivering material to students. It was also expected that students understand the material delivered by teachers, and used media that were appropriate to the material and characteristics of students to facilitate understanding of the material presented by the teacher. Students can find new ideas that will be conveyed when learning.

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