Implementation of Role-Playing Active Learning to Increase Student Learning Outcomes on the Digestive System Materials

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Abstract:
Implementation of Role-Playing Active Learning to Improve Student Learning Outcomes on Digestive System Materials VIII grade of Junior High School 6 Rejang Lebong Regency Academic Year 2020/2021. The number of students who get the value of biology subjects below minimum completeness is due to one of them because the learning process so far has not involved students actively, therefore this study aims to determine the improvement of biology learning outcomes, especially on the subject matter of the digestive system in humans by applying the role-playing method. This research is a Classroom Action Research which involves four components, namely: Planning (plans), Action (action), Observation (observation), Reflection (reflection). The subjects in this study were students of class 8.1, totaling 43 students. This study uses a classroom action research (CAR) design which consists of two cycles. From the results of the study obtained: The results of the test (cognitive domain) in the first cycle, the average grade of 65.5 with 65% completeness of learning, the lowest score of 40 and the highest score of 90, students who completed learning individually as many as 28 students and 15 students who had not finished. In the second cycle, the average test score of the class reached 71.5 with class learning completeness of 87.5%, the lowest score was 45 and the highest score was 95, 38 students who completed individual studies and 5 students who had not completed. The students' affective learning outcomes from the observation sheet in the first cycle were 19 students who had completed their studies individually and 24 students who had not completed their studies. Completeness of class learning in the first cycle is only 45% and in the second cycle, class learning completeness reaches 85%. 37 students who have finished studying individually and 6 students who have not finished studying. Based on the results of this study, the implementation of learning with the role-playing method can improve student learning outcomes in the Basic Material of the digestive system in humans, VIII grade of Junior High School 6 Rejang Lebong Regency Academic Year 2020/2021.

Keywords:
Role-playing
Active Learning
Learning Outcomes
INTRODUCTION

Law no.20 of 2003 defines learning as a process of interaction between students (students) with educators and learning resources in a learning environment. By adhering to the concept of learning in the educational process, it is hoped that every student and teacher can always learn and discover on their own or with the help of others the concepts being studied. Therefore, various learning methods are needed that can help improve student understanding and learning outcomes.

Learning is not memorizing and not remembering. Learning is a process marked by a change in a person. Changes as a result of the teaching and learning process can be shown in various forms such as changes in knowledge, skills, understanding, attitudes, behavior, and abilities.

In the teaching and learning process, the purpose of teaching is an important component. The objectives to be achieved in the process include aspects of cognitive, affective, psychomotor, and interactive abilities. To achieve the desired goals in a teaching and learning process effectively and efficiently, a teacher will usually choose methods and media that are reasonably thought to be appropriate to convey a topic being discussed.

The results of initial observations and interviews with teachers and students in schools showed that the existing learning tends to be monotonous, only lectures so that the learning process only goes one way. Here it can be seen that the low mastery of students on biology material is generally caused by several things, including the willingness of students in biology subjects is still low, because teachers in teaching and learning activities use methods or steps that are less varied and monotonous, so students do not interested in the learning material being taught. Students' thinking ability is less developed because the teacher does not stimulate students to think creatively in learning.

This is a challenge for educators, especially biology subject teachers. For this reason, the cause and effect must be sought to achieve teaching objectives and at the same time improve student learning outcomes. And one of the efforts that can be taken is to apply the active role-playing learning method (role-playing).

The role-playing method is learning in a way as if you were in a situation to gain an understanding of a concept. Role-playing is included in the directed play. To do role-playing, students must have prior
knowledge to know the character of the role they will play. The task of the teacher in role-playing activities in the classroom is very important where the teacher must act as an observer, as a model, evaluate and plan.

The role-playing method involves many students in learning activities and will create an encouraging atmosphere so that students are happy and enthusiastic in participating in learning. Thus the impression that students get about the subject matter being studied will be stronger, which in turn can improve student understanding and learning outcomes.

Biology is a difficult subject for most of the students of Junior High School 6 Rejang Lebong Regency Academic Year 2020/2021. This can be seen from the students' daily test results which are still low. In addition, in carrying out teaching and learning activities, teachers usually only use the lecture and question and answer method, this can cause the learning atmosphere to be less pleasant so that the interest and motivation of students in learning biology are reduced.

Based on this background, the authors want to know comprehensively about improving student learning outcomes on the digestive system material through the application of active role playing learning

THEORETICAL FRAMEWORK

Role-Playing

Learning role-playing (role-playing) or sociodrama is learning as if in a situation to gain an understanding of a concept. Role-playing and sociodrama methods can be said to have the same meaning, and in their use, they are often interchanged. Socio-drama dramatizes behavior concerning social problems. Here students should be allowed to take the initiative and be creative and be given guidance or other things to be more successful.

According to Wina Sanjaya, role-playing is a learning method as part of a simulation directed at creating historical events, creating actual events, or events that may appear in the future. The simulation itself comes from the word simulate which means to pretend or act as if. As a teaching method, simulation can be defined as a way of presenting a learning experience by using an imitation situation to understand a particular concept, principle, or skill. Likewise, to develop understanding and appreciation of an event. 
According to Tony W and Daphne J said, "you must also remember that you will be playing a particular part, and although you do not need to be a great actor or actress, you do need to work out the details of your role. Try and imagine that you are in the situation. (You should also remember that you will be playing a role in a fact, and even though you don't need to be a great actor or actress, you do need detailed work outside of your role, try and imagine that you are in that state. ).

In essence, the Role-Playing learning method is a way of mastering lesson materials through the development of imagination and appreciation by students by playing as living or inanimate characters.

Learning outcomes
Learning outcomes consist of two words, namely results and learning. The result means something done by effort. While self-study has various definitions. Here are some definitions of learning according to education experts, including:

According to Slameto, learning is a process of change, namely a change in behavior as a result of interaction with the environment in meeting the needs of life.

Learning according to Oemar Hamalik is a process of changing individual behavior through interaction with the environment.

According to Clifort T Morgan in his book "Introduction to psychology" learning is as follows "learning is any relatively permanent change in behavior that is the result of experience". According to the pious Abdul Aziz and Abdul Aziz Abdul Majid the notion of learning is: "Actually, learning is an attempt to change students themselves based on the experiences that have been received so that new changes occur.

From the above understanding, it can be concluded that learning is a process of changing student behavior through various experiences they have obtained.

According to Nana Sudjana Change as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes, and behavior, skills, abilities and abilities, reaction power, acceptance power, and other aspects that exist in individuals. Likewise, Moh Uzer Usman defines learning outcomes, namely changes in behavior in individuals due to the interaction between individuals and individuals with their environment. This change means that a person after experiencing the learning process will experience changes in behavior, both aspects of knowledge, skills, and
aspects of attitude. For example, from being unable to be able, from not understanding to understanding, from doubting to being sure, from being rude to being polite. The criteria for success in learning are marked by changes in behavior in the individual who learns.

Based on the definitions above, learning outcomes are the results of changes that have been achieved by students in a learning process.

RESEARCH METHODOLOGY

This research is a classroom action research (CAR) consisting of over two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. One of the characteristics of CAR is the collaboration (cooperation) between teachers and researchers in exploring and studying real problems faced by teachers and or students at school.

This research was conducted in class VIII-F MTs Negeri Karang middle of Demak. With the number of students 40 children, the number of female students 21 children and 19 male students and divided into 8 groups. Some become players and some become active observers. Characteristics of the class that used in this study are the low activity of students in learning ask and answer questions during the learning process.

Data collection techniques are methods that can be used by researchers to collect data. The data sources of this research are students. The types of data obtained include quantitative data (student learning outcomes at the end of each cycle, and student activity during the learning process.)

In collecting this data, the researcher used the observation method is a method of collecting data through observation and systematic recording of the phenomenon under investigation. This method is used to obtain data about the situation learning to teach at the time of action. Data were retrieved using the observation sheet.

FINDING

Initial conditions

Before taking action, the researcher first observation of students in class VIII-F MTs Negeri Karangtengah Demak. The results of these observations are as follows:

From the 40 people who were registered as students in VIII grade of Junior High School 6 Rejang Lebong Regency Academic Year 2020/2021, among others, shows a lack of attitude passionate about
biology. In addition, students tend to be passive during the learning process.

This is because at the time of delivery of the subject matter, the teacher using the conventional method or by using the lecture method. The implementation of learning is dominated by teachers who speak directly active or lecturing so that students feel bored and some of them do not pay attention to the explanation of the material given by their teacher. Some of them do other activities, for example sleepy, chatting with my classmate, some even arrived doing assignments and homework for other subjects when the teacher is explaining the material.

Based on these observations, it can be concluded that in a class several students are less understand and are interested in biology lessons so that the learning outcomes are less.

**Data from Cycle I and Cycle II research**

**Table 1**

| No. | Observed elements                                      | Cycle I | Cycle II |
|-----|-------------------------------------------------------|---------|----------|
| 1   | Actively answer questions from the teacher            | 19      | 25       |
| 2   | Do the simulation well                                | 14      | 13       |
| 3   | Observe the simulation carefully                      | 11      | 23       |
| 4   | Actively record the results of simulation observations| 13      | 17       |
| 5   | Doing worksheets well                                 | 18      | 20       |
| 6   | Actively discuss with the group                       | 16      | 22       |
| 7   | Pay close attention to the teacher's explanation      | 11      | 18       |
| 8   | Do not do activities that interfere with learning     | 18      | 15       |
|   | Activity Description                          | Cycle I | Cycle II |
|---|-----------------------------------------------|---------|----------|
| 9 | Sleepy while studying                         | 6       | 0        |
| 10| Doing other activities outside of learning activities | 4       | 0        |
| 11| Annoying a friend who is doing a simulation   | 3       | 0        |
| 12| Do not participate in group discussions       | 2       | 1        |

*Comparison of Student Activities Cycle I and Cycle II*

**Discussion**

**Cycle 1**

Based on the table above, it appears that the data from the observations were used to determine student activity in activities learning by using the role-playing method. Teachers have carried out the learning process according to the scenario planned learning even though there are still some shortcomings in learning. Until the activity students are not created.

During the learning process, some students look enthusiastic in role-playing, observing role play on the system digestion in humans, and fill out student worksheets (LKS). Even so, it still looks like some passive students don’t make observations, disturbing their friends from the group. On the other hand, several students are chatting, and student cooperation in the group is still lacking.

Based on the results of observations, that there are still many students seen as passive and less serious in role-playing, observing the game roles and group discussions to fill the LKS, students seem to still be confused, embarrassed to ask and afraid to answer wrongly, and lack of cooperation in groups. This is presumably because students are not familiar with learning using the role method playing. Weaknesses are also seen in researchers, researchers have not fully carried out the planned learning process. Researchers are still less in disciplining students and lacking in creating student activity.

After observing the learning process by using the role-playing method in the biology subject matter of the digestive system in class VIII in cycle I, then the researcher discusses with the teacher partners for implementation to the next stage, namely in cycle II.
Before carrying out the second cycle, reflection is carried out to Cycle I first. Obstacles resulting from Cycle I reflection, as well as follow-up for Cycle II, are:

1. The type of obstacle faced is the activeness of students in the process of learning. Many students do not dare to ask about the material unclear lesson. In this case, the teacher must motivate students to dare to ask questions and express opinions or answers them in a way, for example by asking questions first or give problems to students and more appreciate every opinion or answer expressed by the student.

2. Students who play are still shy and confused to play role in conducting simulations and motivating students so as not to be confused and embarrassed anymore.

3. Students who do not participate in the simulation or who being an active observer looks indifferent, so in working on LKS looks careless (not finished). Follow-up In the second cycle later, the teacher must motivate each student group to complete the worksheets that have been given by the teacher.

**Cycle II**

The results of observations, students are more active in learning. This matter It can be seen from the results of student activity records in activities learning that shows an increase in the discipline in learning activities, getting better, there is a cooperation between students group members in filling out student activity sheets (LKS).

Students begin to dare to express opinions, ask questions teacher or other members of the group. In addition, students who carried out negative indicators have decreased a lot such as chatting with friends while studying, being sleepy, and disturb friends while studying.

Learning outcomes in cycle II showed an increase in test results and student activity. The active role of students during learning is increasing optimally, students are more orderly to cooperate in groups, students can fill out student worksheets (LKS) well and bravely express their opinions, students find it easier to understand the material being studied. Student learning outcomes have reached indicators of success that are set so that it does not need to be done next cycle.

In Cycle II, the increase in student learning outcomes has been seen. It can be seen from the increased test results, activity students during the learning process increased, student interest in the learning of biology through the role-playing method increased, and the results of
interviews with students were positive. That matter can be seen in the table of test results, the table of observations of student activities during the learning process. Implementation of the role-playing process in class already looks better, students feel happy and interested in learning through the role-playing method.

From the results of observing student activities during the learning process takes place, it can be seen that the number of students who do negative indicators, for example chatting with friends when learning, sleepiness during the learning process has decreased no one even does any of these things. From these results, it can be seen that students feel happier with learning with a role-playing method. With joy during this learning process, students naturally are more motivated to follow the learning process. So that students with easy to understand the material that has been delivered and learning outcomes also increased.

CONCLUSION
Based on the results of research and discussion, it can be seen that implementation of Role-Playing active learning to improve results student learning on the digestive system material in VIII grade of Junior High School 6 Rejang Lebong Regency Academic Year 2020/2021, it can be concluded as follows:

1. Implementation of Role-Playing active learning in biology learning is one way to improve student learning outcomes. In this Role-Playing method, students are directly involved in a game, so it seems as if students are in a state where the concept happened. at the beginning of the implementation the students looked shy when role-playing (Role Playing) goes on but in the end, the students can play the role well and smoothly. Classroom action research (PTK) conducted by researchers at MTs Negeri Karangtengah Demak through the Role Playing method as a biology learning method the subject matter of the digestive system to improve learning outcomes carried out by researchers, has a positive impact on students student learning outcomes.

2. The activeness of students in participating in biology learning with the method Role-Playing. Previously, class VIII F students were students who were less than 63 active in participating in biology lessons but after it was held learning biology with the Role Playing method of student activity in participating in biology learning has increased.
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