Article

Application of Role Playing in Fiction Story Material in an Effort to Increase Students Learning Activeness of grade V MIN 1 Ponorogo

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ABSTRACT

This research was motivated by the problem of students' need for more active learning in Indonesian language subjects. This is because teachers still use conventional learning models. As a result, teachers must encourage students' active involvement in the learning process and provide opportunities for students to express their understanding and skills effectively. Therefore, this problem needs to be corrected by implementing a role-playing model that is expected to increase student learning activity. This research aims to (1) describe the application of role-playing to fictional story material to increase the learning activity of class V MIN 1 Ponorogo students and (2) describe increasing the learning activity of class V MIN 1 Ponorogo students using the role-playing learning model. This research uses the Classroom Action Research method. The research results show that applying the role-playing model can increase students' active learning regarding fictional story material in Indonesian language subjects. In cycle I, student learning activity was 71.66%; in cycle II, student learning activity was 79.57%; and in cycle III, student learning activity was 90.83%. Thus, role-playing can increase the learning activity of class V Salahuddin Al-Ayubi's students on fiction story material in the Indonesian language subject at MIN 1 Ponorogo.

INTRODUCTION

Learning is the process of teachers and students interacting with each other to achieve learning goals. Learning involves transferring information or knowledge from learning sources to students who learn. This can happen through various models, methods, approaches, etc. Learning can be done formally in the classroom or informally outside the classroom. Interaction between teachers and students is necessary to achieve active and practical learning (Saputri & Yamin, 2022).

Students are one of the most essential elements in learning because, in a learning process, students are the subjects who will be educated or given material. As a subject in education, students are expected to always be active in the learning process, each with their own characteristics, so that interactions will occur that can enable students to understand the

learning material. Students have their potential, features, and uniqueness. Each student has different intelligence, talents, interests, and levels of development. Therefore, in the educational process, educators and the education system need to recognize this diversity and strive to understand and support the personal development of each student. Students are humans in general and are seen as individuals. "A student is someone who does not depend on others. In other words, students are considered independent individuals. This means that students do not only rely on teachers or other people to learn, but they must also be active and proactive in the learning process. Students must have an intrinsic motivation to learn and be able to manage one's own life" (Hasbullah, 2010).

Learning Indonesian in elementary schools is intended to improve students' proficiency in oral and written communication. The aim is also to foster a deep appreciation for Indonesian literary works. The competency standards for this subject are the minimum qualifications of students, which describe the assignment of language skills and a positive attitude toward the Indonesian language and literature (Zulela, 2012). The Indonesian language subject aims to develop students' Indonesian language skills in reading, writing, listening, and speaking.

Fictional stories are stories that contain fiction or imagination. Fictional stories result from the author's imagination, whose creation is based on wishful thinking (Fitriani & Nurjamaludin, 2020). Fiction stories are stories about life and existence, humans, and humanity, all written in prose. Fiction stories show the world in words—a world that is built and abstracted through words. In fictional stories, life events are depicted through the characters' lives as expressed through the storyline (Nurgiyantoro, 2013). Story material can involve analysis of children's narrative understanding, such as story structure, character development, conflict, and resolution. That way, it can be understood how children at this age understand and interpret stories and their ability to express and act out stories. The story material stimulates children's imagination and creativity.

Activeness is an activity that can be physical or mental. Students' activeness in learning activities emphasizes understanding the problems or everything they face in the learning process. Student learning activities are essential to successful learning (Kanza et al., 2020). Learning activeness refers to student involvement and participation in the learning process. This involves students actively constructing knowledge, thinking critically, collaborating, and taking responsibility for their learning. Teachers must create a learning environment that encourages student activity through interactive learning models, challenging assignments, collaboration, and opportunities to actively participate in the learning process, involve students in decision-making, and provide choices in learning. Indicators of learning activeness can be seen in several ways, namely: (Nana, 2016) (1) When teaching and learning activities take place, students participate in carrying out their learning tasks; (2) Students want to be involved in solving problems in learning activities; (3) Students want to ask questions. Friends or to the teacher if they do not understand the material or encounter difficulties; (4) Students are willing to try to find information that is needed to solve the problems they are facing; (5) Students carry out group discussions according to the teacher's instructions; (6) Students can assess their abilities and the results they obtain; (7) Students practice solving questions or problems; (8) Students have the opportunity to use or apply what they have received in solving the tasks or problems they face. Based on the various explanations above, the researcher concluded that the indicators of learning activeness used in this research are as follows: (1) Activeness of students in participating in learning activities; (2) Activeness in asking questions to teachers or other students; (3) Activeness in answering questions from teachers or students; (4) Activeness of students in discussing in groups; (5) Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation).

Based on initial observations made at MIN 1 Ponorogo, Indonesian language subjects are taught through conventional face-to-face classes, with a teaching approach dominated by lectures. The learning environment in these classes depends on the availability of a blackboard, which serves as the primary teaching tool. As a result, this conventional learning model is very teacher-centered, so it does not encourage the active involvement of students in the learning process and eliminates students' opportunities to express their understanding and skills effectively. Students also need to be more active and engrossed in their world, and some need to be more concentrated. This limitation can be overcome by implementing a more exciting and interactive learning approach in the classroom. By implementing a fun and participatory model, students are directly involved in the learning process, fostering a sense of active involvement and enthusiasm. Educators should not be limited to one teaching model; instead, they should use a variety of learning models to ensure that the teaching process remains dynamic and exciting. Therefore, the teacher's expertise becomes essential in choosing the most suitable model for effective teaching.

A learning model is a plan or pattern to form long-term learning plans, design learning materials, and guide learning activities (Mustika, 2022). The learning model is an essential factor that influences student participation in the learning process. Students will participate actively in learning if they use an exciting learning model. So, teachers must maximize the use of appropriate learning models because inappropriate learning models cause students' learning activities to be less than optimal and even make them feel lazy and unenthusiastic about carrying out the learning process.

In order to overcome this problem, a learning model that can be used to involve the active participation of students in the learning process must be sought. According to various studies and findings, one learning model that requires active student participation is the role-playing learning model.

Role playing is a learning model that invites students to be directly involved in learning and master learning materials based on students' creativity and expression in expressing their imagination related to the learning materials they are studying without limitations on words and movements, but without leaving the teaching materials (H. B. Uno, 2009). Role-playing is an effort to convey material in performance, appearance, and show events experienced by someone. Role-playing is a model in which the teacher gives students assignments to dramatize situations that contain problems to resolve issues in life. This role-playing learning model will help students practice speaking by playing roles like those in real life. This learning model is very appropriate to use in learning Indonesian because, in this learning model, students can actively participate in experiencing what exists in real life. The learning model must be determined based on the material to be discussed, the learning objectives to be achieved, and the student's initial abilities. Role-playing can encourage students to express their feelings.

Learning models are essential to use in teaching and learning activities. This role-playing learning model is used because this learning mode can be applied to the learning process in the classroom. After all, this model is attractive for students. They can play roles as characters in historical events or past events. Apart from that, it can increase student activity in the learning process. Based on the background of this problem, the problem formulation in this class research is: (1) How is the role-playing learning model applied to fictional story material to increase the learning activity of class V MIN 1 Ponorogo students? (2) How can we increase the learning activity of class V MIN students 1 Ponorogo with a role-playing learning model?

METHODS

The research used in this research is Classroom Action Research (PTK). This research was carried out in 3 cycles, each consisting of 4 components: planning, implementation, observation, and reflection. This research was conducted at MIN 1 Ponorogo, located at Jl. KH. Abdurrohman No. 06, Sampung, Ponorogo. The subjects of this research were class V students of Salahuddin Al-Ayubi MIN 1 Ponorogo for the 2023/2024 academic year, with a total of 24 students consisting of 10 girls and 14 boys. This research was carried out from August 3, 2023, to August 30, 2023.

The data for this research came from 24 students of Class V Salahudin Al-Ayubi MIN 1 Ponorogo. Data sources were obtained from students through observations. Data was taken regarding student learning activities using the role-playing model.
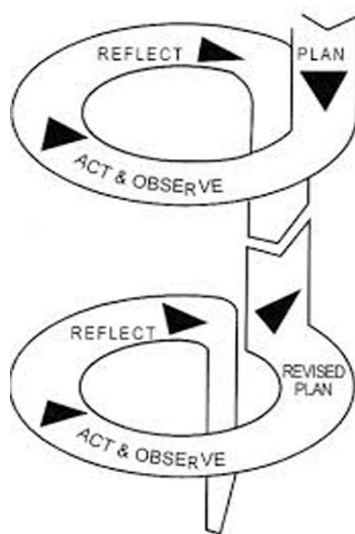
Figure 1. Kemmis & Mc Taggart's Classroom Action Research Cycle

The data collection technique used in this research is
1. Observation
   Observations in this research assessed students' activeness in teaching and learning activities in Indonesian language subjects using a role-playing model.
2. Interview
   Researchers conducted interviews during the pre-cycle. The interviews used by researchers in this research were unstructured. This interview was conducted with Indonesian language subject teachers and several class V students, Salahuddin Al-Ayubi.
3. Documentation
   This research includes documentation in the form of pictures of learning activities, books used by students, and other materials needed during the learning process.

The research instrument used is
1. Observation Sheet
   This observation sheet instrument contains indicators of student learning activities that will be observed during the learning process.

Table 1. Indicators of student learning activity

No	Indicators
1	Activeness of students in participating in learning activities
2	Activeness in asking questions to teachers or other students
3	Activeness in answering questions from teachers or students
4	Activeness of students in discussing in groups
5	Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation)

This assessment and observation sheet has four research alternatives, as follows:

Table 2. Alternative assessments in the observation sheet

Category	Assessment alternatives
Very Active	4
Active	3
Moderately active	2
Not Active	1

Source : (Akbar, 2013)

2. Interview
   Interviews contain initial data before using the role-playing model.
3. Documentation
   Documentation includes photos of learning activities, books used by students, and other materials needed during the learning process.

Technique for analyzing the percentage of student learning activity:

% Learning activity score = $\dfrac{\text{Total score obtained}}{\text{Maximum score}} \times 100$

The qualification results for student learning activity scores are as follows:

Table 3. Score qualification table

Score	Category
85,01 % - 100,00 %	Very high
70,01 % - 85,00 %	High
50,01 % - 70,00 %	Moderate
01,00 % - 50,00 %	Low

Source : (Akbar, 2013)

RESULTS AND DISCUSSION

This research was carried out in three cycles, with learning activities starting with planning, implementation, observation, and reflection. In the first cycle, the planning stage was carried out by compiling a teaching module to be used as a guide for learning Indonesian, preparing teaching tools and materials, the legendary fiction text "Batu Menangis," and an observation sheet on student learning activity with predetermined indicators to assess student learning activity. The implementation of Cycle 1 consisted of two meetings. At this stage, actions are taken according to the previously created teaching module, which includes preliminary activities, core activities, and closing activities.

Based on observations in Cycle 1, the following is the percentage value of student learning activity using the role-playing learning model.

Table 4. Percentage of Student Learning Activity Indicators Cycle I

No.	Indicators	Percentage (%)
1	Activeness of students in participating in learning activities	77,08%
2	Activeness in asking questions to teachers or other students	64,58%
3	Activeness in answering questions from teachers or students	66,66%
4	Activeness of students in discussing in groups	76,04%
5	Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation)	73,95%
	Mean learning activity	**71,66%**

Source: (Processed primary data)

This percentage value shows that in Cycle 1, the average student learning activity was only 71.66%. This happens because of several things, as follows:

1. Students still need to understand the role-playing model of learning.
2. Students do not understand the learning material because they are not severe enough during the learning process.
3. There are still many students who could be more enthusiastic and focused on learning, as can be seen when students chat with their friends during the learning process.

Cycle 2 is carried out in the same way as Cycle 1. At the planning stage, the teacher prepares teaching modules, tools, and teaching materials, and the fable fiction text "The Kancil and the Tiger" and observation sheets are prepared regarding the students' learning activities by indicators that have been determined using the role-playing learning model. Implementation of learning in this cycle is two meetings. At this stage, actions are taken by the previously created teaching module, which includes preliminary activities, core activities, and closing activities by improving things that could have been better in Cycle 1.

The following is the percentage of data obtained from role-playing model learning activities in Cycle 2.

Tabel 5. Percentage of Student Learning Activity Indicators Cycle II

No.	Indicators	Percentage (%)
1	Activeness of students in participating in learning activities	86,45%
2	Activeness in asking questions to teachers or other students	67,70%
3	Activeness in answering questions from teachers or students	72,91%
4	Activeness of students in discussing in groups	86,45%
5	Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation)	84,37%
	Mean learning activity	**79,57%**

Source: (Processed primary data)

Based on the data obtained in both Cycles, there was an increase in several indicators of student activity. However, there are still two indicators whose scores are still below 75%, namely the indicator of students' activeness in asking questions to teachers or other students (67.70%) and the indicator of students' activeness in answering questions asked of teachers or other students (72.91%). This is the basis for carrying out Cycle 3.

The planning stage for Cycle 3 was carried out in the same way as the previous cycles, namely that the researcher prepared a teaching module to be a guide for learning Indonesian, prepared teaching tools and materials, the fictional text of the fable "The Rabbit and the Turtle," and prepared an observation sheet to find out and measure student activity when learning takes place. At the implementation stage, the researcher becomes a teacher and does the action. Cycle 3 was held in 2 meetings.

The results of observations made in implementing Cycle 3 are as follows.

Tabel 6. Percentage of Student Learning Activity Indicators Cycle III

No.	Indicators	Percentage (%)
1	Activeness of students in participating in learning activities	95,83%
2	Activeness in asking questions to teachers or other students	83,33%
3	Activeness in answering questions from teachers or students	88,54%
4	Activeness of students in discussing in groups	93,75%
5	Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation)	92,70%
	Mean learning activity	**90,83%**

Source: (Processed primary data)

From the implementation in the third cycle, it was concluded that the implementation of the role-playing learning model went well, and there was a significant improvement from the first to the third cycle. From the observations that have been made, this learning model is very suitable to be implemented because it has achieved the target indicators of success.

Application of the Role-Playing Learning Model in Fiction Story Material to Increase the Learning Activeness of Class V MIN 1 Ponorogo Students

The procedure for the role-playing learning model, according to (H. Uno, 2012), is divided into several steps, including preparation, determining the actor or actors, players playing roles, discussion, and evaluation.

In implementing the role-playing learning model, first, at the beginning of the activity, the teacher provides material related to fictional stories and the intrinsic elements of fictional stories. After studying the material, students are given time to ask and answer. The teacher prepares a scenario that will be displayed in class and forms students into five groups, and each student is in their group. In the next activity, the teacher provides a script sheet for a fictional story that each group will act out. The role selection can come from the teacher or from suggestions from the students themselves. Each group takes turns playing a role. All students observe groups that appear to play roles and groups that still need to perform; discuss and review groups that are performing. Each group presents their conclusions based on the scenarios played by the other groups.

Increasing the Learning Activity of Class V MIN 1 Ponorogo Students with the Role-Playing Learning Model

Student learning activities are carried out using learning activity observation sheets. In agreement with theory (Nana, 2016), the researcher concluded that the indicators of active learning used in this research were

1. Activeness of students in participating in learning activities
2. Activeness in asking questions to teachers or other students
3. Activeness in answering questions from teachers or students
4. Activeness of students in discussing in groups
5. Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation)

The results of this research reveal that the application of the role-playing learning model has a positive impact on students' active learning. This increase can be seen through calculations obtained from the observation sheet. Data collected from observation sheets makes it possible to determine the average percentage of student learning activity. By comparing the results obtained in each cycle, the percentage increase in student learning activity can be seen. The increase in learning activity can be seen in the table below.

Tabel 7. Percentage of student learning engagement improvement (%)

No.	Indicators	Cycle I	Cycle II	Cycle III	Percentage Improvement
1	Activeness of students in participating in learning activities	77,08%	86,45%	95,83%	18,75%
2	Activeness in asking questions to teachers or other students	64,58%	67,70%	83,33%	18,75%
3	Activeness in answering questions from teachers or students	66,66%	72,91%	88,54%	21,88%
4	Activeness of students in discussing in groups	76,04%	86,45%	93,75%	17,71%
5	Activeness of students in carrying out aspects of role-playing (expression, appreciation, movement, and intonation)	73,95%	84,37%	92,70%	18,75%
	Mean learning activity	71,66%	79,57%	90,83%	19,17%

Source: (Processed primary data)

Based on this table, there was an increase in student learning activity in each indicator from cycle 1 to cycle 3. The first indicator indicates this, namely, students' activeness in participating in learning activities in cycle I was 77.08%, cycle II was 86.45%, cycle III was 95.83%, and there was an increase of 18.75%. The second indicator, namely activeness in asking teachers or other students in Cycle 1, was 64.58%, cycle II was 67.70%, cycle III was 83.33%, and there was an increase of 18.75%. Questions and answers in learning will create a two-way dialogue, namely between the teacher and the students (Ibrahim &Syaodih, 2003). The third indicator, namely activeness in answering questions from teachers or students in Cycle 1, was 66.66%, Cycle 2 was 72.91%, Cycle 3 was 88.54%, and there was an increase of 21.88%. The fourth indicator is that students' activeness in group discussions in cycle I was 76.04%, cycle II was 86.45%, Cycle 3 was 93.75%, and there was an increase of 17.71%. The fifth indicator is students' activeness in carrying out aspects of role-playing (expression, appreciation, movement, intonation). This role-playing learning model is carried out by directing students to imitate an activity or dramatize a situation, idea, or unique character (Ridwan, 2013). In Cycle 1, it was 73.95%, cycle 2 was 84.37%, Cycle 3 was 92.70%, and there was an increase of 18.75%. Then, the average student learning activity in cycle I was 71.66%, cycle II was 79.57%, while cycle III was 90.83%, and there was an increase of 19.17%.

The conclusion of students' active learning based on the observation sheet can be seen in the following graph:
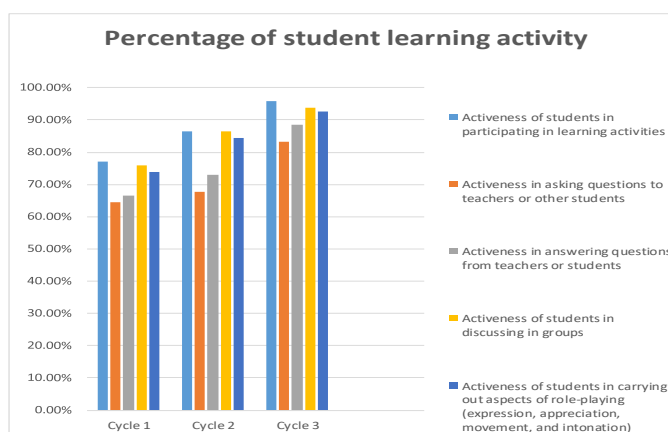
Figure 2. Learning Activity Percentage Graph

From the graphic, using the role-playing learning model can increase student activity in learning. In the first, second, and third cycles, there is always a significant increase in several aspects of student learning activity. Therefore, using the role-playing learning model in Indonesian language subjects in fictional story material can increase student learning activity.

CONCLUSION

The application of the role-playing model to fictional story material in Indonesian language subjects is to provide material related to fictional stories and the intrinsic elements of fictional stories. After studying the material, students are given time to ask and answer. The teacher prepares a scenario that will be displayed in class and forms students into five groups, and each student is in their group. The teacher gives a script sheet of a fictional story that each group will act out. The role selection can be from the teacher or suggestions from the students themselves. Each group takes turns playing a role. All students observe groups that appear to play roles and groups that have yet to appear; discuss and review groups that are performing. Each group is asked to convey the results of their learning based on scenarios played by other groups.

Applying the role-playing learning model can increase students' active learning in the Indonesian language subject class V Salahudin Al-Ayubi MIN 1 Ponorogo. This is evidenced by the percentage that continues to increase in each cycle. It can be proven by the results of the observation sheet with the percentage of active learning in cycle I at 71.66%, the percentage of active learning in cycle II at 79.57%, and the percentage of active learning in cycle III at 90.83%, and there was an increase of 19.17%.

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