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Application of Role Playing Method in Improving Students' Learning Motivation on Human Developmental Stages in Elementary School

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Keywords

Role playing, motivation, human development

Abstract

Students' learning motivation is an important factor that influences the success of learning in elementary schools. The role-playing method has become one of the approaches that can enhance students' learning motivation on the topic of human development stages. Currently, learning in elementary schools often still uses conventional methods, which can decrease students' interest. By engaging in role playing, students are invited to actively participate and directly experience relevant roles, which is expected to enhance their involvement and understanding. This research aims to increase students' learning motivation through the application of role playing on human development stage material in elementary school. The research method used is classroom action research. Data collection was carried out by observing the implementation of learning using the role-playing method, observing students' learning motivation, and tests to measure learning outcomes. The results of classroom action research show an increase in the average of students' learning motivation between cycle I and cycle II, namely in cycle I the average of students' learning motivation was 63.5% to 85.4 in cycle 2. This increase in students' learning motivation is also related to the increase in students' learning outcomes between cycle I and cycle 2, namely in cycle 1 the average student score was 72.6 to 86.3 in cycle 2.

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Introduction

Learning motivation is one of the key factors that greatly influences the success of the learning process, especially at the elementary school level. Learning motivation plays an important role in determining the learning strategies chosen by students as well as their perseverance in achieving learning outcomes. Research shows that students' goal orientation

is positively related to intrinsic motivation and learning outcomes, making it important to consider the individual needs and characteristics of students to enhance learning effectiveness (Schumacher & Iffenthaler, 2018). In fifth grade, students begin to learn more complex concepts, including the stages of human development. This material is important because it helps students understand the physical and psychological changes they will experience, as well as build their awareness of the natural developmental processes in humans. However, in practice, this material becomes less interesting for students.

Student learning motivation is an important factor that influences the success of the learning process. In general, learning motivation can be defined as the drive that encourages students to engage in learning activities, both intrinsically and extrinsically. Intrinsic motivation comes from within the students, such as self-desire, personal satisfaction, self-awareness, and good habits, while extrinsic motivation comes from external factors, such as rewards or recognition from others, advice, encouragement, gifts, punishment, and imitation (Mubarok, 2019). Learning motivation also determines students' learning outcomes at the elementary school level. Research by (Mayasari et al., 2024) shows that high learning motivation is positively correlated with students' cognitive learning outcomes, indicating that efforts to enhance motivation can contribute to better academic achievement. These findings emphasize the need for teaching strategies that can enhance student motivation to achieve optimal learning outcomes. Research shows that students with high learning motivation tend to have better learning outcomes because they are more active and engaged in the learning process (Pratama et al., 2019).

The interplay between intrinsic and extrinsic motivation plays a pivotal role in shaping students' engagement and success. Intrinsic motivation, driven by personal interest and enjoyment of the learning process, often leads to deeper understanding and retention of knowledge, while extrinsic factors such as grades or rewards can sometimes overshadow this internal drive (Lourenco & De Paiva, 2022). Moreover, fostering an environment where students feel competent and autonomous is crucial (Curtis, 2019); studies indicate that when learners perceive their tasks as meaningful and relevant, they are more likely to develop a mastery-oriented approach, enhancing both motivation and performance (Thomas & Martina, 2022). Thus, educators must carefully balance these motivational influences to cultivate a classroom atmosphere that encourages self-directed learning and resilience among students. According to Sardiman (2011), indicators of learning motivation include: persevere in facing tasks, tenacious in facing difficulties, prefer to work independently, get bored quickly with routine tasks, can defend his opinion, enjoy finding and solving problems (Sardiman, 2011).

Learning methods are an important factor in increasing students' learning motivation (Sari, 2017). Effective teaching strategies that incorporate active engagement (Dogani, 2023) and personalized feedback can further enhance this motivation, leading to improved academic performance and a deeper understanding of the material (Hariri et al., 2020). By fostering a supportive learning environment and encouraging collaboration among peers, educators can create opportunities for students to take ownership of their learning journey (Boiko, 2015) and develop critical thinking skills that will benefit them both academically and in real-world situations (T M & Gupta, 2022). These approaches not only empower students to become more self-directed learners but also help cultivate a lifelong passion for learning that extends beyond the classroom (Zajda, 2018).

Moreover, fostering a collaborative learning environment can significantly boost students' motivation by allowing them to engage with their peers in meaningful ways (Vergara et al., 2020). Research indicates that when students participate in group activities or discussions, they not only enhance their understanding of the subject matter but also develop essential social skills and emotional connections that further drive their desire to learn (How et al., 2024).

The role-playing method is one of the alternative learning methods that can enhance students' motivation to learn. With this method, students not only learn through theory but also through direct experience by taking on the roles of characters or objects being studied. The role-playing method in elementary schools (SD) is an effective learning approach in enhancing student engagement and understanding of the material. Through this method, students are given the opportunity to take on roles in real or imaginary situations related to the topic being taught, so they not only learn theoretically but also experience and understand the concepts being taught more deeply. Research by Apriliani shows that the implementation of the collaborative learning model, which includes role-playing elements, can encourage active student participation through group discussions and collaborative projects (Apriliani et al., 2024). This shows that this method not only increases learning motivation but also helps students internalize knowledge in an enjoyable way. Thus, This study aims to increase students' learning motivation through the application of role playing on human development stage material in elementary schools.

Method

Research design

This study uses classroom action research. This study aims to determine the increase in student learning motivation by applying the role playing method to the material on human development stages. The research was conducted at Muhammadiyah Elementary School 2 Bojonegoro on class V-D students consisting of 28 students (14 male students and 14 female students) and 1 teacher at Muhammadiyah Elementary School 2 Bojonegoro.

Classroom action research focuses on the teaching and learning process that occurs in the classroom, carried out in natural situations. In classroom action research, the Kemmis and Mc Taggart model was chosen, which contains several components including planning, implementation, observation, and reflection.

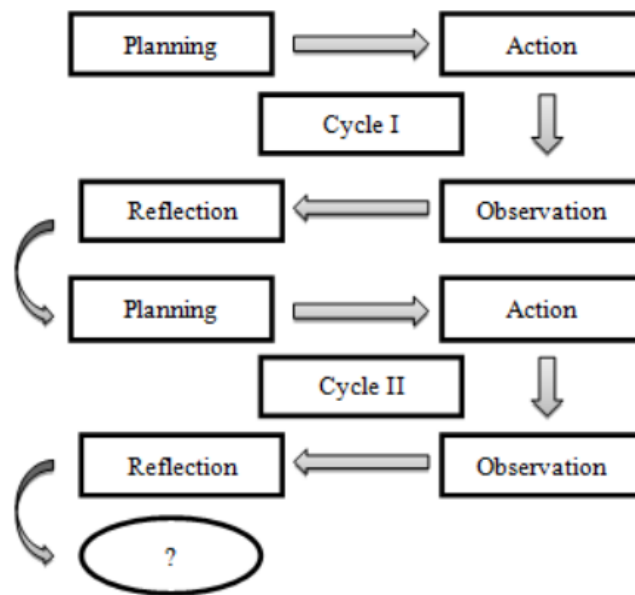


Figure 1. Kemmis And McTaggart Action Research Model (Arikunto, 2008)

Research sample

The research sample included 28 students from Class V-D at Muhammadiyah Elementary School 2 Bojonegoro, divided into four groups of seven. The study examined the effectiveness of the role-playing method in enhancing learning motivation and understanding of the stages of human development.

Research procedure

In this study, Muhammadiyah Elementary School 2 Bojonegoro was chosen as the research location. The preparation process involves developing research instruments, including learning observation sheets and student learning motivation observation sheets, and evaluation questions. Data collection was carried out in several ways, namely observing the implementation of learning using the role playing method, observing students' learning motivation during learning, and tests to measure learning outcomes.

The following is an explanation of each stage:

1) Planning

The planning stage explains the planned activities so that the activities carried out are more focused. The steps taken by the teacher are as follows:

- a. Compiling teaching modules with the role playing method
- b. Preparing observation sheets to observe teacher activities and student activities in implementing the role playing method
- c. Preparing student motivation observation sheets
- d. Preparing scenarios
- e. Preparing student worksheets

- f. Prepare the media and teaching aids needed for role-playing.
- g. Ask for the willingness of teachers or colleagues at the research location to be observers in carrying out learning. Pelaksanaan

2) Implementation stage

The researcher carries out learning activities in accordance with the teaching module that has been prepared at the learning planning stage. The researcher acts as a teacher in the process of learning activities for students' speaking skills using the role playing method.

3) Observation

Observation is carried out during the teaching and learning process, and student motivation using the role playing method. Observations are carried out by 2 colleagues who act as observers. 1 observer is tasked with observing teacher activities and student activities, while the other observer observes student motivation.

4) Reflection

Reflection is carried out to review the results of observations of the analysis of teacher activities, student activities, and student motivation. Data obtained from each observation are collected and analyzed to determine whether the activities carried out can increase student motivation or not. If student motivation is still low, then the results of the observation are analyzed to determine where the teacher's shortcomings and weaknesses lie in the learning process to take corrective actions in the next cycle.

Data analysis

Data analysis using quantitative and qualitative descriptive. The results of the observation of the implementation of role playing learning and observation of student learning motivation were analyzed using quantitative and qualitative descriptive analysis. The test result data will be analyzed descriptively quantitatively with the percentage technique, namely by finding the average value (mean) and the percentage of success. The mean or average grade formula according to Arikunto (2012) is as follows.

$$\bar{X} = \frac{\sum X}{N}$$

Description:

x = average grade (mean)

$\sum x$ = total score (student value)

N = number of students (Arikunto, 2012)

Results and Discussion

Results

a. Results of observation of implementation of role playing learning

Table 1. Results of observations of the implementation of role-playing learning

Role Playing Stages	Cicle 1	Cicle 2
a. Preparation and Instructions		
1) The teacher selects a role-playing situation or problem	yes	yes
2) Before the role play is carried out, students take part in exercises	yes	yes
3) The teacher gives specific instructions to the role-playing participants	yes	yes
4) The teacher informs the roles and gives instructions to the audience	no	yes
b. Dramatic Action and Discussion		
1) The actors continue to perform their roles throughout the role-playing situation	yes	yes
2) Role playing stops at important points	no	yes
3) The entire class then participates in a discussion centered on the role-play situation	yes	yes
c. Role Play Evaluation		
1) Students provide information about the success and results achieved in role play	yes	yes
2) The teacher evaluates learning.	yes	yes
Percentage	81,8 %	100%

b. Results of observations of student learning motivation

Table 2. Results of observations of student learning motivation

Indicator	Percentage (%)	
	cycle 1	cycle 2
Persevere in facing tasks	68.8	81.3
Tenacious in facing difficulties	56.3	87.5
Prefer to work independently	62.5	81.3
Get bored quickly with routine tasks	68.8	87.5
Can defend his opinion	62.5	93.8
Enjoy finding and solving problems	62.5	81.3
Average	63.5	85.4

Table 2 above can be presented in the following diagram:

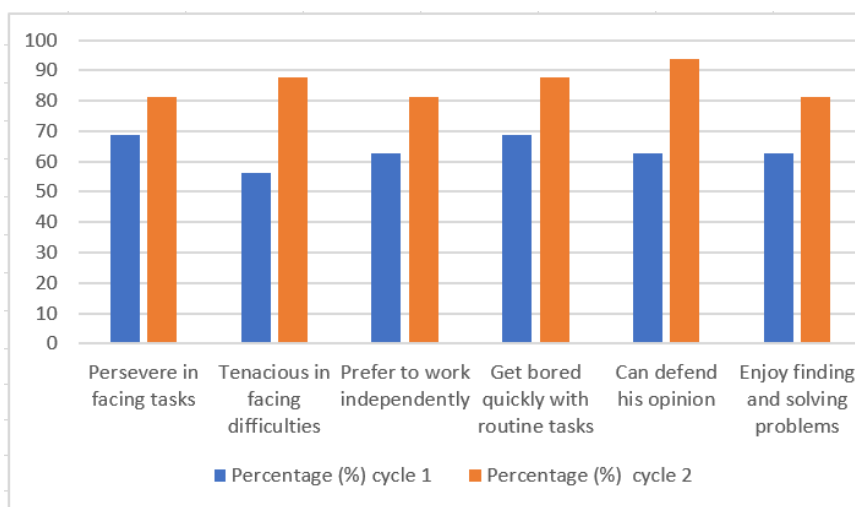


Figure 2. Diagram of student learning motivation observation results

c. Results of student learning evaluation tests

Table 3. Results of student learning evaluation tests

Category	Grade range	number of students	%	number of students	%
very deficient	<45	2	7.1	0	0.0
deficient	45-60	4	14.3	1	3.6
average	61-70	8	28.6	3	10.7
good	71-85	8	28.6	10	35.7
very good	86-100	6	21.4	14	50.0
Average grade		72.6		86.3	

Discussion

In this activity, the learning process carried out by researchers was carried out in 2 cycles, by conducting learning on the material of human development stages. Cycle 1 took the topic of "human development" and in cycle 2 took the topic of "dealing with puberty". The teacher divided 28 students into 4 groups, each consisting of 7 students, where 1 student acted as the narrator and the other 6 played their respective roles.

Observations on the implementation of the role playing learning method in class V-D of Muhammadiyah Elementary School 2 Bojonegoro on the material of human development stages show stages consisting of class conditioning stages, discussion stages and role playing performances and reflection stages from playing activities. These stages are in accordance with the stages of role playing carried out by Yanto (2015) entitled "Role Playing Method to Improve Student Learning Outcomes in Social Studies Subjects" which include: 1) preparation and instruction stages, 2) dramatic actions and discussions, 3) role playing evaluation (Yanto, 2015).

The results of observations of the implementation of learning in cycle 1 at the preparation and instruction stage, namely the sub stage The teacher informs the roles and gives instructions to the audience has not appeared, and the dramatic actions and discussion stage at the sub stage Role playing stops at important points has not appeared. The existence of stages from role playing that have not been presented by the teacher resulted in learning not being able to run optimally. The class became less conducive. In cycle 1 the teacher only gave clear instructions to the group playing the role. Meanwhile, students who played the role of the audience did not play a role as observers of the performance of other groups and were busy practicing on their own in their groups, resulting in a less conducive class.

From the reflection of the implementation of cycle 1, improvements were made to the implementation of cycle 2 so that teachers tried to carry out all stages of the role-playing activity. Stages that had not yet appeared in cycle 1 were introduced by the teacher in cycle 2. By providing clear instructions, the group of students who became the audience were given tasks and roles as observers to be discussed later in the role-playing evaluation stage.

The implementation of learning activities showed an increase from 81.8% in cycle 1 to 100% in cycle 2. The steps in role playing in cycle 2 are in accordance with the stages of role playing where the teacher can convey instructions better at the beginning. This shows that the teacher acts as a facilitator who helps students understand the situation and the roles they will take (Siahaan et al., 2022). The teacher also motivates the students and gives them the opportunity to practice and perform their roles, where they can improvise and interact with each other. This process not only improves communication skills, but also encourages students to think critically and creatively in solving problems faced in the scenarios they play. (Lestari et al., 2021)

In this activity, the learning process carried out by the researcher was carried out through 2 cycles. The results of observations showed that student learning motivation increased based on the average indicator of student motivation in cycle 1, which was 63.5% to 85.4% in cycle 2. In cycle 1, the lowest learning motivation indicator, namely tenacious in facing difficulties, increased to 87.5% in cycle 2. The indicator that increased the most was can defend his opinion from 62.5 % in cycle 1 to 93.8% in cycle 2. Likewise, other indicators also increased as seen in Table 2.

The application of the role-playing method in teaching the stages of human development in elementary schools has proven effective in increasing students' learning motivation. With role playing, students are invited to understand the stages of human development through direct experience and active participation. This research shows that students find it easier to understand concepts when they take on roles in scenarios related to the material. This helps them build a deep understanding because direct involvement can enhance students' focus and attention during the learning process. Research also shows that role playing can create a more enjoyable and motivating learning atmosphere. Student motivation significantly increases when they engage in role playing, especially in subjects that require tiered understanding, such as the stages of human development. Role playing allows students to internalize concepts of human development, enabling them to understand the natural processes of human development contextually. These findings affirm that a positive learning environment can contribute to students' motivation to engage more actively in learning.

In the implementation of role playing, the teacher's role as a motivator is very important. Research has found that clear teacher guidance and a well-planned structure help students understand the roles they play and the objectives of the learning process. Teachers need to ensure that each student receives adequate instruction to play each stage of human development. With the optimal role of the teacher, students can effectively follow the role-playing scenarios and understand each stage of development being portrayed (Amiruddin & Zulfan Fahmi, 2022).

However, this research also found challenges in the implementation of role playing, such as the need to prepare a conducive classroom environment and the necessity of appropriate supporting tools to enhance students' role-playing experience. Despite these challenges, this method has proven to improve students' understanding and motivation in learning human development material.

Conclusion

This research shows implementing role playing method include 3 stages: the classroom conditioning stage, the discussion and role-playing performance stage, and the reflection stage of the play activities. Based on the results of classroom action research that has been carried out in two cycles, it can be concluded that the application of the role playing method is able to increase students' learning motivation in the material of human development stages in elementary schools. This is proven by the increase in the average students' learning motivation between cycle I and cycle II, namely in cycle I the average students' learning motivation was 63.5% to 85.4 in cycle 2. This increase in students' learning motivation is also related to the increase in students' learning outcomes between cycle 1 and cycle 2, namely in cycle 1 the average student score was 72.6 to 86.3 in cycle 2. With the results of this study, it is expected that elementary school teachers can consider implementing role-playing methods on human development stage materials. In addition, this study implies that the role-playing learning approach can improve the overall quality of learning, especially by optimizing students' learning motivation.

Authorship Contribution Statement

The following are the writers' contributions Khasanah: Generating ideas and conceptualizing research, developing research designs, and compiling the theoretical framework and background that underpin the research. Fardana: Conducting field research, including data collection through interviews, observations, and documentation, as well as contributing to data analysis and the preparation of research results. Inganah: served as the primary supervisor for the duration of this study

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